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ABSTRACT

This book describes two different strategies of organization development consultation and analyzes their application in six elementary schools that were attempting to adopt differentiated staffing and multiunit structure. In two schools, the entire staff received a week or organization development consultation before attempting any structural change. In the other four schools, only a selected group of staff members received the initial consultation; they were expected to help their fellow staff members, with periodic assistance from outside consultants. Comparative data were also collected from two control schools that were trying to adopt multiunit structure but received no training or consultation. In their analysis, the authors combine a quantitative cross-site comparison with detailed case studies of each of the six test schools. Data on staff interaction, decisionmaking, job satisfaction, and various indicators of multiunit structure were collected through direct observation during the first year of the study and through staff interviews and questionnaires administered before the initial consultation, at the end of the first year under the new program, and at the end of the second year. (JG)

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Consultation for Innovative Schools

OD for Multiunit Structure

by
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CENTER FOR EDUCATIONAL POLICY AND MANAGEMENT
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The Center for Educational Policy and Management (CEPM) was established on July 1, 1973. Based on a common orientation to the formation of educational policy and to the management of educational institutions, five existing units at the University of Oregon merged to form the base for CEPM's three divisions. The Center for the Advanced Study of Educational Administration (CASEA) is the heart of the research and development division of CEPM.

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Preface

The publication of this monograph marks the seventh anniversary of the inception of CEPM's research and development program, *Strategies of Organizational Change*. During the summer of 1967, Philip Runkel and I commenced a series of research and development projects to test the efficacy of various approaches to consultation in organization development (OD) for schools. Our central purpose was to develop theory and technology of structural and cultural change within the public schools. To pursue this purpose, we have collected evidence regarding alternative organizational procedures a school can use, and we have tested the effectiveness of many consultative techniques for helping a school move into an innovative manner of functioning. Typically, we have sought to help educators to move in two directions: toward greater effectiveness in carrying out interdependent tasks and toward the better realization of humanistic goals for staff, students, and community. Interestingly enough, we have rarely found these goals in conflict.

Our initial project, which we referred to as *Organizational Training for a School Faculty*, resulted in the first monograph of our program (Schmuck and Runkel 1970). Between the summer of 1967 and the spring of 1968, we spent the equivalent of about twelve days training the entire staff of a junior high to build new norms and procedures for describing its goals on a continuing basis, comparing its reactions with what it would accept as movement

toward its goals, generating revised hypotheses about action that would move the school closer to its goals, making decisions to carry out revised plans, and checking whether movement toward the goals improved. This training started with development of skills in interpersonal communication and moved through strengthening constructive norms in actual work groups. It culminated with establishing new structures for communication among the staff, the students, and the outside community. During most of the working hours when we were not actually training, we were examining evidence of the effects of the training and developing our theory and technology.

The signal success of this first project—it won the Douglas McGregor Memorial Award for the best study in applied behavioral science of 1969—led to an effort to raise the self-renewing capability of an entire school district. We started this second project as early as the fall of 1967 by negotiating with the various sectors of the district and by collecting diagnostic data. Active training of subsystems began in April of 1968 and climaxed in the summer of 1969 with the training of a group of organizational specialists. These specialists, recruited from various district jobs, would eventually comprise a permanent subsystem for consulting with other subsystems.

While the massive amounts of quantitative data collected in this second project were being processed, Matthew Miles and I reviewed the available research on consultation in organization development for schools. We also edited a compilation which describes all of the summative evaluations done on the topic up to the middle of 1970 (Schmuck and Miles 1971). About the same time, Phil Runkel and I mounted the project that is described in this monograph. The field work ran from the summer of 1970 to the spring of 1971. In this project, we compared the usefulness of two strategies of consultation for enabling six elementary schools to convert from traditional structures to a multiunit arrangement. This monograph describes the details of what took place as those six staffs attempted structural change. The research strategy combined both the idiographic and nomothetic methods of scientific analysis. We report both the detailed descriptions of a case study method and the quantitative comparisons of a systematic field experiment.

The consultative methods used in this research engendered successes of several sorts and mistakes of several sorts. Both the successes and the mistakes were easier to see because the research design included eight schools existing in different conditions and treated differently by us. The cross-comparisons enabled us to

learn much more than we could from a series of uncomplicated triumphs. The comparative data allowed us to make many informed estimates of the social-psychological dynamics that can arise when planned organizational change is proceeding.

From 1971 to 1973, we researched the problems of establishing a cadre of organizational specialists in a school district that had received only a small amount of OD consultation. Organizational specialists were recruited among teachers, administrators, and supportive staff. These "recruits" were then trained to diagnose organizational conditions, plan interventions, and consult with subsystems within their school district to promote creative adaptability. Now in 1974, we are developing designs for a new program of research and development. The program, tentatively called *Building Joint Decision-Making Among Parents, Students, and Educators*, aims to extend the OD theory and technology to cope with the issue of bringing parents and students more integrally into school management.

Our development and dissemination efforts over the past seven years have been aimed at simultaneously establishing networks of OD specialists within school districts and producing consultants' aids. These aids take the form of intervention designs, diagnostic and feedback instruments, learning games, skill exercises, group procedures, and an audiotape slide presentation. They are described in the *Handbook of Organization Development in Schools*, (Schmuck, Runkel, Saturen, Martell, and Derr 1972). The most recent research and development activities of the program are summarized for the practicing educator in a booklet entitled, *Organization Development: Building Human Systems in Schools*, (Arends, Phelps, and Schmuck 1973). Both of these publications, along with other closely related publications, are listed in the bibliography of this volume.

During these seven years, over fifty research assistants have participated in one phase or another of our program. Those who participated in this particular project were: Richard Arends, Richard Diller, Robert Dwight, Don Essig, Ronald Martell, Jack Nelson, Steven Saturen, William Starling, Lemuel Stepherson, and Spencer Wyant. They were joined by Brooklyn Derr who participated on the consulting team while serving as a visiting research associate at CASEA. Philip Runkel collaborated in all phases of the project and made very helpful criticisms of earlier versions of this monograph. Donald Murray, Mary Ann Smith, and I participated in all phases of the project and collaborated in writing this monograph. We were joined by Mitchell Schwartz and Margaret

Runkel who helped with the monograph after initial drafts of most chapters had been written. Dorothy Van Cleef facilitated the many data analyses, while Rosemary Briggs and Lois Newton typed the many versions of prefinal drafts. Special thanks go to Jennilu Whitwell, Sandy Anders, Margareta Seb-Ollson, and Ellen Rice for their effective and dedicated work in proofreading and preparing the final draft for publication.

All of us are especially grateful to the members of the several schools that participated in the project. Without their interest and participation, an action research project of this nature would be impossible. We hope that the insights presented in this monograph will be helpful to those educators who took part in the project. We also hope that the facts, analyses, and conclusions presented will be useful to the many other educational practitioners, researchers, and interested parties who are seeking effective methods for changing organizational structures of schools.

RICHARD A. SCHMUCK
May 1974

Chapter I

Changing Interdependencies in Elementary Schools

The self-contained classrooms of traditional elementary schools are shifting to more interdependent kinds of staff relationships and more open arrangements for student learning. Many teachers are moving beyond the four walls of their private classrooms to join with their colleagues in new kinds of planning and curriculum development. Even though autonomous teaching is by no means completely dead, the most traditional teachers are feeling pressure to become more collaborative with colleagues. Increased collaboration in goal-setting, instructional planning, and cooperation in the actual instructional acts are taking place in a large number of school districts. It will not be long, we believe, before the self-contained elementary school is a relic of the past.

We do believe, of course, that the self-contained school organization was once an appropriate response to widespread demands for immediate and free public education for all children. Indeed, the process of teaching the identical basic skills to large numbers of students at the same time in an efficient manner seemed to fit the needs, wants, and demands of that period. Furthermore, it

was appropriate for educators of the early part of this century to look to American industry for models of efficient organization. In adopting ideas from industry, educators put into practice at least three organizational concepts from business theory. First, businesses were operated under the assumption that effective organizations have sharply defined goals and procedures. Second, this thinking specified that strict rules were required to protect organizational members from one another and to protect the organization itself from the arbitrary whims of any of its members. And, third, this thinking specified that people were naturally lazy and therefore needed to be motivated by extrinsic rewards, punishments and constant supervision.

We believe that this sort of thinking is going out of style today. Moreover, self-contained elementary schools are changing in structure, because they are not designed to accommodate contemporary students, more collaborative young staff members, and many of our current educational objectives. In fact, the statement that schools today should not be the same as they were fifty years ago is a timeworn truism. The world has become more complex, as have the demands on education, and consequently the goals of contemporary education have had to become multifaceted. The current curriculum must include more than the traditional basic skills and must represent more than a mere assembly-line, lock-step process. There is increasing evidence that the skills of interpersonal communication are just as basic for our current society as the skills of reading, writing, and arithmetic. A single teacher cannot possibly have all the resources necessary to educate students; the organization pattern that keeps one teacher and twenty-five students isolated in a self-contained classroom places an unrealistic burden on both the teachers and the students.

Even though we might agree that change must occur in elementary schools, we wonder how to bring about such change. The key question is: *"What processes of organizational change will produce actual improvement in the classroom?"* Responses to this question are certainly difficult, but one thing seems clear; *changes begun at the top of the organizational hierarchy do not necessarily modify what transpires in the classroom.* For example, many promising new programs of the past decade that were introduced from the top down—the new math, the new social studies, and inquiry techniques—have left public schools mostly unchanged. Curriculum innovations have been injected by administrators here and there, but the educational social system *as a social system* has not been significantly affected.

We believe that the crisis in the instructional process between teachers and students today is in large part a crisis of organization. Educators are trapped by organizational arrangements and managerial techniques that were developed to serve their predecessors. The traditional, inflexible bureaucracy of elementary schools causes contemporary educators to lose contact with colleagues, students, and adults alike and hampers the exchange of ideas that makes learning exciting and productive.

But what sort of elementary school organization should replace the self-contained school? What social-psychological features will characterize it? We think, in answer to these queries, that three principal structural features will characterize many elementary schools of the near future. First, *the professional roles of staff members will be increasingly differentiated*. There will be more specialists in various subjects, more psychological services, and more aides of one sort or another. We believe also that parents and other citizens of the community (including retired or unemployed persons, high school students, and various others) will be called upon to help out in the elementary school. Second, we believe that *mass instruction will gradually be replaced by more individualized instruction*. More sophisticated testing procedures along with a larger number of curriculum alternatives will characterize the elementary school of the future. And, more and more, age will be replaced by ability, interest, and personality as criteria for bringing students into a learning group. Third, *teachers and aides will more often form integrated teams* using the talents and energies of the members in more complementary and collaborative ways. This third structural feature, that of the *interdependent teaching team*, was the focus of organizational change in this project.

Many contemporary educators believe that the team-teaching structure is more likely to accomplish desirable educational outcomes than the self-contained school. We also believe that increased interdependence among teachers, students, and parents will permit more collaborative problem-solving and decision-making, more supportive communication, and warmer, more authentic interpersonal relationships within the community. A more interdependent school organization holds potential for both students and faculty to achieve more positive growth. The greater variety of individualized instruction as well as the opportunity for more "humanized" interpersonal relationships among all the school participants are both growth-encouraging factors.

This monograph summarizes the efforts, trials, and tribulations of a collaborative program to introduce teaming into six elementary

schools. It is meant to provide a practical source of information to educators and interested parents who wish to modify schools in the directions of more teaming, differentiation, and individualization without a great deal of unnecessary stress and strain. The monograph's contents include detailed descriptions of the six schools, their personnel, the procedures employed by the consultants from the research and development center, organizational changes made in the participating schools, the obstacles that arose in several schools, and the overall results of all of these combined efforts.

Before we launch into a "blow by blow" description of this program of action research, we wish to say a few words about the importance of the school organization in relation to instructional innovations.

CENTRALITY OF THE SCHOOL ORGANIZATION

Fundamental changes in school organizations ideally precede or accompany attempts at changing instructional procedures. Further, too much attention is given to specific educational innovations—a particular curriculum or instructional process—and too little attention is given to organizational features of the school that support or impede particular educational innovations. We believe, therefore, that new organizational patterns should be formulated and tested concurrently with the testing of instructional innovations.

ORGANIZATIONAL CHANGE

Two major components of organizational life seem relevant when considering basic change. One is the organizational structure itself—the roles, relationships, agreements, and procedures that govern the participants' expectations. The second is each individual's view of his role in the organization and how these perceptions influence his or her behavior within the organization.

We believe that significant changes in the organizational structure will help to bring about changes in individual participants' behaviors. Additionally, we believe change in the structure is one very good place to begin on the road to instructional innovation. Concentration on changing the school organization can facilitate the following kinds of behavioral changes: (1) increased participation of teachers in collaborative decision-making; (2) increased interaction among staff members around instructional tasks; and (3) increased focus of teacher behavior on particular functions leading to differentiation and specialization. Changes like these should encourage, in turn, increased effectiveness and satisfaction

with working in the school. Such supportive "contextual conditions" will also facilitate instructional innovation.

In the past, elementary educators have experienced great difficulty in introducing and sustaining innovative instructional programs for at least three reasons. First, teachers have been asked to implement too many innovative practices at one time and have consequently been overwhelmed by them. This change strategy has often led to overload and role confusion among the staff members involved. Second, the traditional self-contained classroom has isolated teachers and has hindered sharing ideas and trying out new, collaborative projects. Third, teachers often lack common expectations and sufficient communicative skills to share their complex views on innovations; they often think it is improper to voice their fears to one another. Because of these three social processes, it has been difficult to maintain consistency, continuity, and longevity of innovative instructional programs in schools.

INDIVIDUALIZED INSTRUCTION

A long-standing, popular goal for elementary schools has been to individualize instruction—first proposed by progressive educators, who took their lead from early twentieth-century educator, John Dewey. What generally is meant by individualized instruction is that each student's abilities and interests should be validly diagnosed and appropriate instruction then provided to enable the student to grow effectively within the range of his abilities. The popularity of individualization fluctuated until certain educational reformers of the 1960s again emphasized the need to individualize instruction to meet the unique requirements of particular students.

Many elementary teachers of the 1970s, however, have not been able to individualize instruction in their classrooms. This is largely due to the extreme difficulty one teacher encounters in a self-contained classroom in creating and carrying out twenty-five or thirty different learning agendas. Indeed, it seems almost impossible for the teacher to work for a concentrated period with even a single child or a small group of students that have similar goals and abilities.

Individualized instruction will continue to be impracticable as long as educators limit their organizational thinking to self-contained classrooms. Further, the solution of hiring additional teachers is unlikely to work if this self-contained organizational structure persists. It is true that more teachers would provide for smaller teacher-student ratios, and would probably allow for additional opportunities to individualize the program. Simply adding

teachers, however, will not guarantee significant changes in the nature of the instructional program or the behavior of the teachers in the classroom. More basic changes need to take place!

ORGANIZATIONAL SKILLS OF TEACHERS

Not only does the self-contained organizational structure mitigate changes in individualization, but teachers' lack of skills in carrying out effective collaboration with one another adds to the problem. Teacher education programs traditionally have focused on curriculum and instruction, preparing teachers to work exclusively with students. A quick glance at any college catalogue in education will reveal an absence of courses in *communication skills*, *group problem-solving*, *team teaching*, and *organizational leadership*. Most new teachers are placed in schools with ten to thirty colleagues and are somehow expected to establish, plan, and implement collaborative programs, without much preparation for dealing with collegial relationships.

Without organizational skills, teachers find themselves pushed and pulled from one instructional innovation to another, unable to control the rate or substance of change in their schools. The frustration felt over the unmanageable teacher role is accompanied by interpersonal conflict on the staff and feelings of "role overload." How can the typical teacher keep up to date on new curriculum trends, teaching strategies, student needs, and at the same time work effectively with students for five or six hours a day? How can the typical administrator be expected to act simultaneously as an instructional leader, a model to teachers and students, an expert on public relations, and at the same time work effectively on the many managerial tasks he is expected to implement? The answer, we believe, lies in new levels of interpersonal collaboration through new, more interdependent organizational structures.

Along with changes in the structure of school organizations there must also be alterations in the ways teachers and administrators are prepared to collaborate. For team teaching to work effectively, the educators will have to use new skills in communication, group problem-solving, and collaborative decision-making. They will have to learn how to remain flexible and open, how to tolerate conflict, and how to make group decisions even in the midst of conflict. But beyond this, there must be a new image of school life shared by administrators and teachers. This image should include the idea that problem-solving is continuous and cyclical, and that ideally the organizational members themselves are proactive in relation to the community environment.

ORGANIZATIONAL SELF-RENEWAL

Our conception is that a self-renewing school organization makes continuous, adaptive changes by maintaining an active diversity of resources and carefully monitoring its success in coping with the environment. It maintains openness to its environment, responsiveness among its internal subsystems, and an open flow of its member's competencies in order to use all of its resources to cope with environmental change.

In a self-renewing school there is open, direct, and clear communication. Conflict, seen as inevitable and natural, is brought out in the open, so it can be used to bring about change instead of impeding work.

When a problem occurs, staff members are organized into groups to work on it; both the structure of the organization and the methods used in the groups change to suit the nature of the current problem. Decisions are made by those who have the information rather than by those who have authority; emphasis is placed on the best possible decision. A self-renewing school also must have sensing processes and feedback mechanisms to tell what changes are needed.

At least three organizational phenomena can facilitate the emergence of more self-renewing schools. These are: (1) involvement of staff in planning school changes, (2) differentiation of staff roles, and (3) development of productive and cohesive staff teams.

STAFF INVOLVEMENT

It is a common, well-supported belief among social psychologists that involving staff members in the development of change plans will heighten the staff's willingness to put effort into implementing changes. Moreover, involving staff members in planning increases the variety of useful ideas that may emerge.

Research carried out in industry, volunteer organizations, and schools has demonstrated that the satisfaction of subordinates increases when they believe they can influence particular aspects of the organization's decision-making. This research suggests that relationships between superiors and subordinates in school districts are very much like those in other organizations. Teachers who perceive themselves as having access to more powerful people in the district are not only more willing to display their capabilities to others, but also feel good about their job and about the school in which they work. Teachers report greatest satisfaction with their principals and the school district when they perceive that they and their principals are mutually influential, and especially when they

perceive their principal's influence to be emanating from his expertise. This positive relationship also pertains to students' satisfaction with school and their perception of mutual influence between themselves and their teachers.

ROLE DIFFERENTIATION

The traditional pattern of staffing is now antiquated: it prevents elementary schools from meeting the demands of today's youth. It is time to differentiate staff roles so that teachers can be deployed in ways which will make optimum use of interests, abilities, and commitments. Lead teachers or team leaders are needed to coordinate scheduling and team interaction, supervise inexperienced teachers, and provide curriculum leadership. More teaching assistants and paraprofessionals are needed to perform many of the routine tasks now assumed by the regular teachers.

Role differentiation may also grant teachers increased control over their professional careers, especially if the structural change is accompanied by consultation. The consultation we have in mind would focus on helping educators to understand their own role and the roles of their colleagues. In the consultation special attention would be given to helping educators understand new patterns of vertical differentiation and how to work effectively in teams.

STAFF TEAMS

The concept that teams of teachers, paraprofessionals, aides, and administrators will be responsible for effective instruction collectively is associated with increased role differentiation in schools. Although cooperation is encouraged in many faculties today, the organizational structure of the typical school seldom provides a formal time during which teachers may meet with one another. In order to create productive and cohesive staff teams, the following social processes should be present: (1) emphasis on the team acting conjointly; (2) frequent communication among group members; (3) rotating leader functions around the group; (4) high participation in group decision-making; and (5) frequent group discussions about the interpersonal processes of the team.

KEY TOPICS OF THE MONOGRAPH

The primary topics of this monograph are multiunit school structure, team teaching, differentiated staffing, and consultation in organization development. We wish to elaborate on these terms here before discussing details of the particular project we carried out.

MULTIUNIT STRUCTURE

A new organizational pattern, the multiunit school, has been a major interest of the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin. It differs from the self-contained elementary school in several organizational ways that are important to the project reported here: (1) personnel work in units or teams rather than in individuated isolation; (2) new jobs are added to the school, such as unit leader, teacher aide, and instructional secretary; (3) the addition of these new jobs, along with the use of groups for instruction, results in redefinition of the traditional roles of principal, teacher, and counselor. (Author's note: Klausmeier (1969) contains a much more elaborate discussion of the multiunit school.)

Research by Pellegrin (1969a) on multiunit schools indicated that these schools differed from self-contained schools significantly with regard to interdependence among staff members. In the latter, the central figure within the communication network is the principal and there are few, if any, mutually dependent relationships among teachers. In contrast, members of multiunit teaching units depend heavily upon one another for the successful performance of their tasks. At the same time, this interdependence is strikingly specific to the teaching units. Collaborative work appears to be characteristic only of the teaching teams.

Pellegrin's research also indicated that unit leaders were the focal points of interaction within the units; they also served as connecting links between the teacher and the principal. As was the case with the teachers, however, no unit leader saw himself as interdependent with any other unit leader, indicating a distinct absence of dependence between the schools' units. Data on the principals indicated that the multiunit principals clearly worked and interacted more closely with their faculties than principals in the self-contained schools.

The multiunit setting seems to promote increased group harmony and increased contact between principals and unit leaders. Consequently, unit leaders assume the role of "go-betweens" or links between unit teachers and the principal. The multiunit structure also includes the "instructional improvement committee," made up of the principal and the unit leaders. This group capitalizes upon the power of small face-to-face groups in that the units are linked to the administration through the unit leaders. The unit leaders participate in decisions at levels above and below their own. Most decisions in the school, as a result, are made by a small group rather than by individuals.

TEAM TEACHING

Team teaching is defined as the attempt of two or more teachers, working closely together, to provide a common instructional program for the same collection of students. As such, it implies that goals and expectations are agreed upon publicly within the team, that there is a norm among the team members of openness and extensive sharing of ideas and feelings, and that the learning activities provided students result from joint planning, thinking, and evaluation of all team members.

Some of the strengths of teaming have been identified by teachers as "feelings of support from colleagues," "working consistently on behavior problems," "several teachers working with the same students from different points of view," and "working together toward agreed-upon goals." The drawbacks listed were, "taking time to plan together," "getting tied too closely to schedules and losing flexibility," and "taking longer in the fall to get to know the students."

DIFFERENTIATED STAFFING

Differentiated staffing is a school organizational pattern in which several different teaching roles are identified, and personnel with different competencies and skills are then assigned to those roles. Most efforts at application have attempted to make possible: (1) tapping the variety of teaching talents on the staff; (2) creating new leadership positions for teachers, so as to provide a more differentiated career pattern in teaching and to make possible a salary schedule based more on competency than longevity; (3) accommodating more teaching assistants and paraprofessionals in the school's instructional program; and (4) facilitating more receptivity in the school to searching out and implementing innovative ideas.

CONSULTATION IN ORGANIZATION DEVELOPMENT

Consultation in organization development (OD) is an educational process which strives to develop self-renewing, self-correcting human systems. These systems are composed of people who learn to organize themselves in a variety of ways according to the nature of their tasks, and who continue to expand the choices available to the organization as it copes with the changing requirements of a changing environment. Although originally developed in industrial settings, OD is easily adaptable to the special needs of educational groups. As we have written elsewhere (Schmuck, Runkel, and Langmeyer 1971),

OD . . . remains fixed on organizational roles and norms and their

relationships. It represents an amalgamation of theory from group dynamics and general systems theory. Although it makes use of the organization as its own laboratory, laboratory groups are used in ways very different from sensitivity training or the T-group. The targets of OD are the membership as a whole and as subgroups.

The major motif of consultation in OD, then, is improvement of the self-changing capacity of the school as an organization. It is important to note also that the emphasis of OD is on the *processes* of change, not the *content*. In other words, the OD consultant does not tell a staff that it must adopt a specific organizational structure or way of doing things. Instead, the consultant teaches skills and procedures that the staff can use to set its own goals, and to put into action plans for reaching those goals. An OD program helps each school staff diagnose and act on its own problems.

Even though OD interventions are typically tailor-made, they do have several objectives in common. Consultation in OD aims at helping groups to: (1) develop clear communication through new communication skills and new procedures for clearer, more open communication; (2) build trust and increase understanding by opening close, personal communications so that hidden agendas and covert feelings can be dealt with in a climate of openness and authenticity; (3) involve more people in decision-making by encouraging information sharing and the identification of related responsibilities; (4) create an open problem-solving climate by helping companion groups identify more clearly the problems confronting them and to develop collaborative, workable plans for solving them; (5) increase group effectiveness by helping members analyze and improve the procedures for carrying out group tasks; and (6) uncover conflict by providing participants with procedures that allow conflict to emerge. In this way, the conflict can be managed with constructive results, as opposed to the potentially destructive effects of conflict that is kept hidden.

SUMMARY

In this chapter we have tried to lay the foundation for the rest of the monograph. Elementary schools are in the process of changing their structures in order to accomplish more effective instructional programs. We believe that this change is away from the self-contained organization and toward greater interdependence among staff members. We believe that if schools are to change their levels of interdependence, the changes must be accompanied by consultation of a special sort for teachers and administrators.

Finally, we have briefly defined the key topics of this monograph: the multiunit structure, team teaching, differentiated staffing, and the central topic, consultation in organization development.

Chapter II

A Collaborative Research Project

Early in 1969, our research and development team from the Center for the Advanced Study of Educational Administration (CASEA) was planning a field experiment to test the effectiveness of organization development consultation as a means of introducing team teaching and the multiunit structure in self-contained elementary schools. Our primary interest was in testing OD potential for facilitating the growth of cohesive and productive teaching teams. Two coordinators in a medium-sized, urban district were simultaneously exploring the meaning of differentiated staffing for their elementary schools. Their primary interest was in "helping teachers to differentiate instructional functions within teaching teams so that the students would realize their highest potentials."

Since we at CASEA were seeking experimental schools for our OD project, and the district coordinators were searching for consultative help in what they called their differentiated staffing project, it was natural for us to come together. Several meetings were held to discuss the possibility of joining the two interests in a single project. After we realized the concerns central to the two

interests were very similar, we decided jointly that mutual benefit could be derived from a collaborative effort. Our decision was that: (1) CASEA would select the schools needed for their research and development effort, and (2) together we would design a project which would hopefully enable the district to benefit from both the OD consultation and from the money saved by collaborating. Consequently, an agreement between CASEA and the school district was easily reached and a joint project was agreed upon. At the same time, our CASEA staff reached agreement with a nearby, somewhat smaller school district for involvement in the research and development project.

In this chapter, we will describe the goals, objectives, and theoretical rationale used by CASEA in proposing an OD-team teaching research and development project. Moreover, we will show what the background and procedures were in the differentiated staffing project of the larger school district. We will also discuss how the experimental schools were selected, what was done to enlist the schools' involvement, and how the consultation in OD was designed to implement team teaching.

THE CASEA OD AND TEAM-TEACHING PROJECT

In August 1969, we created a research design to test the effectiveness or lack of effectiveness of OD for improving the group processes in multiunit (team-teaching) elementary schools. We planned to carry forward previous CASEA program work by developing OD strategies appropriate to the formation of team-teaching elementary schools. Further, we planned to evaluate empirically the effects of different types of OD for such schools, and to carry forward research on ways of achieving more effective, satisfying human relationships within schools. In short, we intended to develop tactics and strategies in elementary schools for organizational change aimed at increased interdependency. We intended also to evaluate the effectiveness of these tactics and strategies.

The most basic strategy we were testing was that of educating grade-level groups within schools to function more effectively as units; the strategy included consulting with the grade-level groups as teams, rather than as individuals. The consultation involved developing interpersonal expectations and skills to achieve more productive and satisfying working norms and procedures.

EARLIER WORK AT CASEA

What we learned previously in the "Highland Park Project" (Schmuck and Runkel 1970) and the "Kent Project" (Schmuck

and Runkel 1972) was used in generating the design for this effort. At Highland Park, we found that OD consultation (referred to as organizational training) could enhance the organizational problem-solving skills of a junior high faculty. Evidence showed that many teachers took steps to humanize relationships in their classrooms as a consequence of interacting in new ways with their colleagues. At Kent, initial data analysis indicated that many of the organizational processes of an entire school district can be enhanced through the work of an internal district cadre of OD specialists.

We saw as the next natural step in our R & D efforts the use of OD in helping schools to change their staff interdependencies with a minimum of stress and a maximum of teaching effectiveness. As we pointed out in chapter 1, more and more school districts will probably be moving in the direction of team teaching and differentiated staffing within a short time. Teachers will consequently become more involved in the collaborative management of curriculum and instruction. In turn, such organizational alterations will demand higher communication skills and diligent maintenance of open, effective, interpersonal communications within the new school organizations. We hoped that the results of our project would help future elementary school staffs move effectively toward more positive interdependencies.

THE RESEARCH DESIGN

This project was designed to test the efficacy of two interrelated methods of intervention: (1) consultation in *organization development* with whole staffs, compared with (2) *group development* consultation for a part of the staffs. These two intervention strategies constituted the primary independent variables of the project.

As we have already pointed out, the consultation in organization development was aimed at bringing about structural changes by working simultaneously with all of the professional members of a building faculty. It included the techniques of organizational diagnosis and feedback, training in particular communication skills, team-building activities, interpersonal, interrole, and intergroup confrontations, and consultation in problem-solving and decision-making skills. In contrast, the consultation in group development was limited to a small group of about five key staff members. Particular emphasis was given to communicative skill training and team-building activities. The main reason for making this comparison was to study whether a cheaper and less complex intervention—group development—could have effects comparable to the consultation in organization development.

The experimental design was completed with the inclusion of several control schools that received no specially planned training interventions.

THE DEPENDENT VARIABLES

The dependent variables were conceptually similar to those of our past projects and were based on our theory of school organizations (Schmuck, Runkel, Saturen, Martell, and Derr 1972). Through our consultative interventions, we expected to facilitate goal-setting and goal-redefining. Further, we expected to help establish and use new feedback loops to compare performance with the goals sought, and to facilitate the emergence of a more creative "variety pool" (Buckley 1967). We would also encourage new organizational structures for the perpetuation of self-renewing behaviors.

We expressly designed organizational development (OD) and group development (GD) interventions to help receiving schools initiate their own interdependent organizational forms for instructional program improvement. Consequently, one very central test of intervention effects lies in the new kinds of activities and group structures the school produces. During the detailed planning for this project, we described some probable organizational changes as sources of evidence of our successful interventions. We also measured the rate of occurrence of such events in other, similar schools. We will report these findings later.

HISTORY OF THE LARGER DISTRICT'S INVOLVEMENT

Impetus for the larger district's interest in differentiated staffing and team teaching originated from two sources. During the salary negotiations for 1967-68, a teachers' consultation committee and the district's board of directors agreed to appoint a joint teacher/board committee to look into differentiated staffing. Mutual interest was evident. Apparently, the board perceived the merit pay possibilities. The district education association, for its part, perceived opportunities to develop a new career plan encouraging teachers to take on increased responsibility and providing financial compensation for doing so. The *ad hoc* committee recognized that this staffing arrangement might achieve educational objectives more effectively and advised hiring part-time personnel to conduct a feasibility study during the 1969-70 school year. Two half-time ex-teachers, referred to earlier and hereafter as the coordinators, were hired for this task.

The coordinators designed three main activities in the first phase of their feasibility study. First, they studied the educational

literature on differentiated staffing and multiunit school arrangements. Second, they set out to visit a few school districts that had already initiated experimental projects in differentiated staffing. They hoped to gain information by interviewing selected, involved professionals. Third, the coordinators planned to explore the new ideas for staffing with in-district educators.

A survey of the educational literature revealed that significant attention to differentiated staffing was emanating from three research groups, working independently but apparently with similar goals. One group, led by Dwight Allen (then of Stanford University), advocated differentiated staffing as part of an extension of team teaching and modular scheduling. The second group was based at the Wisconsin Research and Development Center for Cognitive Learning, where differentiated staffing was being discussed as an integral part of the multiunit organizational structure. A third group included a variety of social psychologists, sociologists, and industrial managers. Warren Bennis, Matthew Miles, and others in this third group were notable for their interest in the planned change process in formal organizations. Their ideas were applied to the school setting by the coordinators—particularly their thinking about organization development and self-renewal.

While the literature was being reviewed and visits to other projects were being made, interviews, presentations, and discussions with district staff members and district groups were being conducted. Large discussions about differentiated staffing were conducted with the staffs of two high schools, three junior high schools, and twenty-one elementary schools. The district education association was continuously kept informed and was consulted in the areas of professional economics and professional standards.

In their visits to school staffs, the coordinators attempted to obtain educators' views regarding *the most important needs of the district's schools* and *the possibility of differentiated staffing in the district*. A major problem was staffs' inability to cope with the myriad of instructional innovations introduced during the previous decade. There was also general agreement that new ways of organizing the schools should be sought, and many staff members indicated interest in trying out team-teaching arrangements. Nearly everyone agreed that administrators and teachers needed help in learning how to work together more effectively.

In particular, there were about seven elementary staffs which showed high interest in exploring a differentiated staffing arrangement. Each of these staffs demonstrated willingness and interest in: (1) working as staff teams; (2) differentiating teaching functions

to allow more staff leadership, with extra pay for the additional responsibility; (3) allowing paraprofessionals to relieve the regular classroom teachers; (4) working with inexperienced paraprofessionals and professionals; (5) serving as a pilot school and allowing other educators to observe; and finally (6) carrying out a consultative program in team building and organization development.

Toward the end of the 1969-70 academic year, two key district organizations gave their "blessings" to the experimental project. The board of directors, along with administrators within the district office, allocated sufficient funds to carry out the project. The district education association voted to allow the pilot schools to operate under a salary arrangement different than other schools during the experimental phase of the project.

Thus, the machinery for an experimental pilot project on differentiated staffing was launched within the school district by the spring of 1970. District coordinators earmarked three central organizational components for development, implementation, and evaluation in the pilot schools: (1) the organizational structure should be changed from self-contained to multiunit; (2) leadership positions should be established that would initiate and encourage curriculum development, supervise teacher trainees, and convene and coordinate the work of a teaching unit; and finally (3) a number of paraprofessionals should work as teaching assistants with teachers and students.

EARLY THEORIZING OF THE COORDINATORS

The conceptualizing of what was later called the Multiunit-Differentiated Staffing Project focused on the development of a multiunit school with differentiated staffing. Such an organizational structure could solve a number of traditional educational problems, it was argued. Further, if new leadership positions for teachers were created, the overall instructional program would be enhanced in terms of learning and favorable attitudes of students. Innovative curricula and instructional strategies would be more readily introduced, adapted, or rationally rejected than before. The new leadership positions would raise both the morale of the staff and teacher interest in inservice education.

The expanded use of paraprofessionals (uncertified adults) would: (1) enhance the overall impact of the instructional program; (2) realize the ideal of "individualized instruction" and the goals of providing independent study and elective courses more easily; (3) increase the adult-student ratio at a reasonable cost; and (4) create new avenues of entry into the teaching profession.

New career patterns for teachers, it was also argued, would be established through the development of differentiated staffing. Specifically, if new differentiated career steps could be introduced between the traditional roles of teacher and principal, then: (1) highly creative and competent persons would be more attracted to the teaching profession and, once certified, less likely to leave it than before; (2) teachers would be able to obtain higher-paid positions within the profession and still teach; and (3) entry into the teaching profession could be made at an increased variety of entry points.

The coordinators' conceptualizations included thoughts about the implementation of the multiunit-differentiated staffing pattern. They argued that educators who wanted to work within such a new organizational arrangement should receive appropriate "training"—consultation to prepare them for new norms and skills. For example, the coordinators thought that if new teacher-leaders were to provide the leadership competencies expected within their new role descriptions, then: (1) they should receive training in group communication and leadership, discovering and airing conflicts through confrontation, training in supervision, and in group decision-making; (2) the teaching units should be organized to insure frequent, direct interaction between the team leader and other members of the team; (3) the team leaders should be granted sufficient time away from teaching to perform their prescribed leadership functions; and (4) they should be compensated for these added responsibilities.

The coordinators argued that if paraprofessionals were to provide the services expected of them, then: (1) they should receive appropriate training to perform particular tasks; and (2) they should have frequent opportunity to interact directly with other members of their team.

Finally, the coordinators thought if all members of this new school organization were to change their behavior to dovetail with all other changes: (1) all organization members should receive consultation in interpersonal relations, communication skills, and group problem-solving; and (2) each member should receive consultation with his or her unit colleagues so that each would understand the other's role, levels of skills, and behavioral expectations.

SELECTION OF THE PROJECT SCHOOLS

During the spring of 1970, all thirty-one elementary schools in the larger district were notified that an experimental project in

differentiated staffing would be conducted during the 1970-71 and 1971-72 school years. Building principals were encouraged to submit the names of their schools if they and their staffs were interested and if their school could meet eight selected criteria: (1) virtually unanimous interest among staff members in experimenting with the multiunit-differentiated staffing arrangement, (2) willingness of staff members to take part in an extensive program of consultation, (3) willingness of staff members to serve as an experimental site, (4) readiness of the building principal to share leadership responsibilities with a small group of leader-teachers on his or her staff, (5) desire to use intern-teachers from the University of Oregon in order to test the use of paraprofessionals, (6) existence of a community population representing a mixed socioeconomic student population, (7) existence of flexibility in the physical plant so that innovative instructional procedures could be tried, and (8) sufficient vacancies on the staff to allow for proper recruitment and selection of leadership personnel.

Seven schools finally submitted requests for consideration. By the end of April 1970, the coordinators, the district's assistant superintendent, and a representative from CASEA selected the Spartan and Palmer schools as the two primary experimental sites. The district administrators agreed that Spartan and Palmer would receive training in organization development for the whole staff, augmented by the addition of three team leaders (Curriculum Associates or CAs) and several paraprofessionals. The district coordinators further decided that four other schools in the district would each receive some of the resources of the project, but not the same amounts as Spartan and Palmer. Two of these schools, Humbolt and Allen, were offered the group development consultation and follow-up help during the school year from CASEA. Two other schools received increments for curriculum associates and additional summer workshop time for the staff, but did not receive consultation in organization development, nor did they receive the group development consultation. These schools served as controls in CASEA's research design. Finally, two schools, Monticello and Gaynor, were added to the project from the neighboring smaller school district. These two schools received the group development consultation and the follow-up help from CASEA.

SELECTION OF SPECIAL STAFF MEMBERS

The district coordinators prepared special role descriptions for curriculum associates and teaching assistants (paraprofessionals) to facilitate their selection.

CURRICULUM ASSOCIATE

Soon after the schools were selected, a tentative role description was prepared for the position of Curriculum Associate (team leader). In writing the description, the coordinators used suggestions from district principals and teachers, information they had gathered from educational literature on team teaching, and ideas garnered from other differentiated staffing projects throughout the United States. The final criteria to guide selection of the curriculum associates were developed by the coordinators, with help from the district personnel director and staff members in the experimental schools.

This selection process represented a significant departure from traditional district practices in that members of the experimental school staffs became involved in interviewing and selecting the curriculum associates with whom they would work. Both the Spartan and Palmer staffs formed selection committees consisting of the principal and three or four classroom teachers. Each selection committee selected two or three applicants to be interviewed by unit members. The final selection was then made jointly by the unit and the selection committee (in consultation with the coordinators and the personnel director). In the two GD schools and two control schools of the larger district and the two GD schools of the smaller district, each principal directed the selection procedures. In all cases, the curriculum associates that were selected were already members of that staff. All principals were supposed to use the criteria that had been developed by the coordinators for selecting the curriculum associates. As we shall see later, the actual methods for selection varied widely from school to school.

The role description for Curriculum Associates developed by coordinators was as follows:

Description of Curriculum Associate

The Curriculum Associate shall have three major responsibilities:

1. For the implementation of curricular innovations to the classroom and the modifications which arise from day to day experience. Expertise in one or two major curriculum areas to provide assistance and curriculum service to teachers in the building.
2. For the coordination of an instructional unit or team of staff members; scheduling, planning, development, and organization.
3. For the supervision of at least one intern teacher and one to two paraprofessionals, and guidance of all trainees and teaching assistants.

Specific Functions

1. Conduct building in service classes, workshops, and seminars for teachers in new methods and techniques of teaching in the subject areas for which he is responsible.
2. Conduct demonstration teaching in the implementation of these methods and techniques within the building.
3. Function as a teacher on the team, providing teaching assistance whenever possible.
4. Serve as major supervisor of teaching interns and paraprofessionals in the team or unit.
5. Provide necessary coordination for the instructional unit or teaching team.
6. Coordinate work of all building teachers in his or her subject/skill areas.
7. Responsible for assignment of student teachers to the unit.
8. Plan with the team the schedules and pupil programs.
9. Represent the team and subject areas on the school's advisory council.
10. Full-year contract (to be arranged).
11. Salary (basic teaching salary plus index for leadership and extra time responsibilities).
12. Tenure is retained as a teacher but no tenure is provided for the position of curriculum associate.

Training and/or Experience Required

1. Standard elementary or five-year basic elementary teaching certificate.
2. MA, MS, or MEd or equivalent (experience, time, travel, other professional, or unit equivalents pertinent to the professional assignment).
3. Additional training and preparation in strength subject areas (course work, institutes, workshops, etc. in subject field).
4. Special training and preparation in curriculum development, teaching strategies, new teaching processes, clinical supervision.

Personal Qualities Desired

1. Demonstrates excellence as a teacher.
2. Manifests leadership capabilities.
3. Obtains the respect of colleagues and students.
4. Demonstrates organizational abilities.
5. Demonstrates ability to provide alternatives and possible solutions to group problems.
6. Demonstrates awareness of educational trends in his subject areas.
7. Possesses ability to communicate effectively with colleagues, students, and parents.
8. Demonstrates positive attitude toward experimentation and research.

TEACHING ASSISTANT

Next, the coordinators prepared a role description for the (paraprofessional) teaching assistant. The district administration decided that one teaching assistant would be hired for each of the teaching units at the Spartan and Palmer schools, meaning that each school would receive three teaching assistants. The coordinators and personnel director set the salary for teaching assistants at \$2.50 per hour and the work day at six hours.

Notification of the openings was given to every school in the district and was advertised in the local newspaper. As applications were received by the coordinators, they were sent to the leadership team in each school. Since by this time the curriculum associates at both the Spartan and Palmer schools had already been selected, they and their principal served as a building committee for screening and interviewing the applicants. Each leadership team screened the applications, consulted with other staff members, and interviewed a number of applicants before making final selections.

The following role description of the teaching assistant was worked out by the coordinators:

Description of Teaching Assistants

The teaching assistant shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

1. Provide individual research help for students seeking assistance.
2. Serve as listener and helper to small reading groups.
3. Serve as a discussion leader for large or small groups.
4. Seek out information and materials for instruction by self or other unit staff members.
5. Provide assistance to teachers in analyzing individual student progress.
6. Assist teachers in the creation of various learning packages or programs.
7. Operate audio-visual aids for groups of students.
8. Salary and contract hours are presently being considered.

Personal Qualities Desired

1. Demonstrates favorable attitude toward children.
2. Demonstrates awareness of educational goals and objectives.
3. Possesses ability to relate positively with other adults.
4. Demonstrates ability to follow instructions and carry out necessary tasks.
5. Demonstrates desire to improve self skills and instructional skills necessary to the position.

CONSULTATION IN OD AND GD

A week-long OD training event was held for the entire faculty of the Spartan and Palmer schools in mid-August 1970. Each participant received forty hours' consultation in five eight-hour days. The following week subgroups of six or seven staff members from each of four schools—Gaynor, Allen, Humbolt, and Monticello—received a program of consultation similar to OD. This consultation, labeled group development (GD), provided the subgroup with skills similar to those introduced to the OD staffs.

The first two days of each week of consultation were spent mainly in simulations and exercises designed by the CASEA consultants encouraging participants to become aware and develop skills in communication, interpersonal relations, and group and organizational processes. Some of the exercises used were the black grievances consensus task, non-verbal and verbal tinkertoy exercise, five square cooperation exercise and the planners and operators exercise. (These exercises are explained in detail in Schmuck, Runkel, Saturen, Martell, and Derr 1972 and Schmuck and Runkel 1970.) The game-like nature of these exercises created much enthusiasm on the part of participants. The exercises also generated considerable data that participants could use during debriefing sessions to generalize about communications, interpersonal relations and group processes in their schools.

The specific communication skills of paraphrasing, behavior description, feeling description and impression checking were introduced, using materials developed by John Wallen (see Schmuck, Runkel, Saturen, Martell, and Derr 1972). Participants were encouraged to practice these skills throughout the week. This phase of the consultation culminated with an evening session devoted to a theoretical discussion of decision-making, roles, communication networks, evaluation, and self-renewal.

The last three days of the consultation were devoted to learning and practicing problem-solving. First, each staff identified a number of organizational problems within its school. Although specific problems differed from building to building, topics common to all the staffs included role definition, organizational flexibility, school philosophy and objectives, involvement in the school's decision-making process, and using the variety pool of individual talents. Participants were then divided into several problem-solving groups.

Each group followed a problem-solving sequence using the following stages: (1) identifying the problem, (2) analyzing the

problems through force-field analysis, (3) checking on the group's effectiveness, (4) evaluating the force-field, (5) generating alternative actions by brainstorming, (6) checking on the group's effectiveness, (7) designing plans for action, and (8) anticipating barriers to carrying out the action plan effectively.

Each problem-solving group designed several "plans for action" that were shared with the total faculty on the last day of the workshop. These plans, as it turned out, served as initial springboards for each staff as they proceeded to implement their versions of a multiunit school. In addition, the plans became charts on which to measure progress. Consultation during the school year often focused on these plans. Sometimes the staff asked, "Are we getting where we want to go?" Other times, plans were abandoned and new plans devised.

OVERVIEW OF THE MONOGRAPH

The rest of this monograph delineates the results of this collaborative action research project on teaming in elementary schools. In chapters 3, 4, and 5, we describe in detail our consultation in *organization development* and how it was implemented at the Spartan and Palmer schools. Chapter 6 describes data-based comparisons of these two OD schools. In chapters 7-12 we present the same kind of analysis in relation to consultation in group development and how it took shape at Gaynor, Allen, Humbolt, and Monticello schools.

As the reader will discover, teaming did successfully come into being in some of these schools and not in others. The reasons for successful and unsuccessful implementation are summarized in chapters 3-12. Chapter 13 delineates comparisons across all of the schools and compares the experimental schools with the control schools. Finally, chapter 14 offers a summary of implications and recommendations for future actions.

Chapter III

Summer Consultation In Organization Development

In August 1970, the Spartan and Palmer staffs received five days of consultation in organization development. Definitions of what organization development is and how it works can be found elsewhere (see particularly, Schmuck and Miles 1971; Schmuck, Runkel, Saturen, Martell, and Derr 1972; and Arends, Phelps, and Schmuck 1973).

GOALS OF THE SUMMER WORKSHOP

The central goals of the August OD workshop were: (1) to increase the small group and total organizational effectiveness of both staffs; (2) to help the staffs to use the competencies they already possessed for collaborative problem-solving about educational issues; and (3) to start the staffs in the direction of building an organizational structure, which would include differentiated staffing, multiunit organization, and team teaching.

In particular, the consultants' goals were to have the staffs learn more about communicating clearly, uncovering disruptive norms

and procedures, solving organizational problems systematically, running efficient meetings, making decisions effectively, and monitoring their own behavior in relation to the new organizational structure. The staffs were to learn more about identifying one another's resources and about putting those resources to use through collaborative problem-solving and decision-making. They were to accomplish these goals of organizational improvement while, at the same time, building more staff interdependence within the school organization.

Each staff eventually was to adopt its own unique version of the multiunit structure. Each staff would then have its own differentiated role structure and its own particular norms and procedures for teaming. In short, the organizational changes were to be individualized, with each school developing its own brand of more interdependent professional relationships.

There were several reasons why we thought consultation in organization development would be appropriate for these staffs. There existed on each staff a rather widespread desire for better communication and for more dispersed influence on decisions. Each staff had chosen to move toward increased interdependence, and most staff members in both schools regarded OD as a useful mechanism for bringing about the desired changes.

Our major concern in entering the summer workshop was to maintain a distinction in the participants' minds between *consultation in OD* and the *multiunit structure*. We saw CASEA's involvement as that of bringing OD to the staffs; the district coordinators emphasized movement in the direction of the multiunit structure. This distinction was never completely maintained, and it remained ambiguous for many participants throughout the year.

PERSONNEL OF THE SUMMER WORKSHOP

Richard Schmuck served as the overall project coordinator for the OD intervention. He initiated the first macro design for the entire intervention and for the summer workshop. Philip Runkel acted as a second key person by working closely with Schmuck in the early stages of design building and by taking on the coordination of one of the OD consultant teams.

Runkel led the OD team for Spartan school, while Schmuck led the team for Palmer. Runkel was joined by Steve Saturen, Mary Ann Smith, and Spencer Wyant at Spartan; one of the coordinators worked on the Spartan team as the district representative. Schmuck was joined on the Palmer team by Brooke Derr and Jack Nelson; the second coordinator served as the district representative.

DESIGN OF THE SUMMER WORKSHOP

The following schedule of events represents the workshop design as it was prepared prior to execution. The page numbers in parentheses indicate the places in Schmuck, Runkel, Saturen, Martell, and Derr (1972) where more information about the event can be found.

Monday, August 17, 1970

- 8:30 *Introduction to the Workshop*—Its goals, procedures, and schedule by Richard Schmuck. Logistics and nametags by the district coordinators.
- 9:00 *Consensus Exercise*—Introduces consensus decision-making. Staffs move to separate wings of the building. Use the "grievances of black citizens" exercise (pps. 277-279). Participants carry out exercise in teaching teams that they will be in during the school year. Other personnel are interspersed across the teams.
- 9:55 *Initial Debriefing to the Exercise*—Discuss cognitive and affective reactions. During this discussion, the consultants should introduce and have the participants practice the skill of *paraphrasing* (pps. 54-61).
- 10:15 *Coffee*—Consultants tally results on "grievances of black citizens."
- 10:30 *Data Feedback*—Second debriefing occurs with distinction between task and process activities.
- 11:30 *Generating Organizational Concerns*—Session organized to get out the sorts of concerns staff members have regarding the multiunit structure. Two steps are followed: (1) brainstorm in cross-team buzz groups of five to seven staff members; and (2) record the concerns generated for all to see.
- 12:00 *Lunch*—Consultants meet daily during lunch to carry out formative evaluation and to make plans for afternoon sessions.
- 1:00 *Description of Feelings*—Brief lecture on description of feelings (pps. 55-67). Form into new buzz groups, share feelings about the morning. Handout on describing feelings is given (pps. 63-66).
- 1:25 *Mural of This School Last Year*—Using a large sheet of butcher paper and colored chalk, make a picture of feelings about this school last year.
- 2:00 *Debrief Mural*—Uncover and verbalize feelings.
- 2:30 *Share Murals Within Schools*
- 3:00 *Coffee*
- 3:15 *Goal Setting Exercise*—Using tinkertoys, depict a model of this school in its ideal state, representing the people on

- the staff and their interrelationships. Use consensus for making decisions about the final product (pps. 116-117).
- 4:15 *Debrief Tinkertoy Activity*—While discussing reactions to the goal setting, the skill of behavior description is introduced (pps. 61-63).
- 4:45 *Share Tinkertoy Models and Goals*—Members of each faculty come together for this discussion.

Tuesday, August 18, 1970

- 8:00 *Overview of the Day*—Philip Runkel to Spartan and Richard Schmuck to Palmer.
- 8:10 *Nonverbal Cooperation: The Five-Square Puzzle*—An exercise to demonstrate collaboration in a group task (pps. 74-76). In each school, exercise carried out in the teaching teams plus a separate team of auxiliary personnel. Debriefing.
- 9:15 *Group Agreements* (p. 76)—Stay within same groups.
- 9:45 *Coffee*
- 10:00 *Continue Group Agreements*—Introduce skill of taking a survey (p. 78).
- 11:00 *Total Building Agreements*—Begin by sharing unit agreements to build toward total faculty agreements.
- 12:00 *Lunch*
- 12:45 *Intergroup Exercise: Planners and Operators*—Takes place in heterogeneous groups with two groups at Palmer and three groups at Spartan (pps. 280-285).
- 2:15 *Introduce Skill of Perception Checking*—Carry out debriefing of previous exercise while trying out perception checking (pps. 55-67).
- 3:15 *Total Building Agreements*—Review morning agreements and buzz in heterogeneous groups.
- 4:00 *Meet as Total Staff to Identify Agreements*

Tuesday Evening

- 7:00 *Theory on Organizational Agreements*—Short lecture by Philip Runkel at Spartan and Richard Schmuck at Palmer. The key organizational issues in the multiunit school are communication, roles, and decision-making. Meet in teams to establish agreements about these issues, survey group members, and pick agreements.
- 8:00 *Large Fishbowl*—Principal and Curriculum Associates in center. Agreements from units are brought to the center. The leadership group is asked to decide on schoolwide agreements (p. 192).

Wednesday, August 19, 1970

- 8:00 *Review of Communication Skills* (pps. 39-43)
- 8:20 *Hand-Mirroring* (pps. 269-270)

- 9:00 *Generating Organizational Problems*—Two lists are generated: (1) problems within teams and (2) problems between teams, both horizontal and vertical. All problems are those that are anticipated.
- 12:00 *Lunch*
- 12:30 *Problem Sharing*—Each teaching team, along with leadership team, brings in lists, reads them out loud, and the other groups paraphrase. One consultant records by attempting to combine the problems and to reduce the total number to several key and pervasive problems.
- 2:00 *Problem Selection*—Each staff member selects the three problems that he is most interested in working on and the consultants compile these.
- 2:15 *Milling and Group Formation*—Problem statements are posted; participants mill around eventually forming into heterogeneous problem-solving groups.
- 2:30 *Coffee*
- 2:45 *Problem-Solving Sequence*—Brief lecture on problem-solving with special emphasis on Stage I (pps. 225-231).
- Thursday, August 20, 1970*
- 8:00 *Problem-Solving Sequence*—Each of the steps of a problem-solving sequence is explained, using an example from another staff (pps. 225-231).
- 9:00 *Problem-Solving Begins*—Continues for the remainder of the day.
- Friday, August 21, 1970*
- 8:00 *Finalize Action Plans*—Each problem-solving group meets to put finishing touches on its work.
- 10:00 *Problem-Solving Groups Share Results*—Each group presents what it has accomplished to the rest of the faculty.
- 12:00 *Lunch*
- 1:00 *Continue Sharing of Problem-Solving*
- 3:00 *Strength Identification Exercise*—Each staff member makes a list of his own resources and skills on newsprint; others add to each list, sharing their favorable perceptions and feelings.

DESCRIPTION OF THE SUMMER WORKSHOP

The OD consultant teams, accompanied by several graduate assistants who served as historical documentors, arrived at the site of the workshop (a senior high school) at 7:30 on the morning of August 17. Preparations completed prior to the workshop included setting up the physical arrangements, amassing all relevant handouts and exercise materials, and finalizing the design described above in terms of "who would do what, when, and how."

Staff members from the Spartan and Palmer schools began arriving about 8:15 a.m., arranging themselves in small, informal clusters around a table of donuts and coffee. Their mood seemed very favorable; voices were animated and nonverbal interchanges featured smiles, handshakes, and pats on backs. The consultants were conversing with Brooke Derr, who had just joined the CASEA staff the day before and who had not participated actively in the designing process.

By 8:30 a.m., everyone had arrived; the introductory remarks given by Richard Schmuck commenced shortly after all were seated in a semicircle arrangement. Schmuck stated the overall workshop goals, made a few remarks about OD and the changing interdependencies in elementary schools, and then introduced all other consultants and the documentors. The district coordinators then gave information about meals, times, and payment for participation. Finally, Schmuck gave a brief introduction to the first exercise of the week. Then the two staffs went to separate wings of the building.

CONSENSUS EXERCISE

Staff members were asked to subdivide into three grade-level teaching teams of the type in which they would be working during the school year. The auxiliary personnel, such as principal and counselor, were scattered randomly through the three groups. One consultant joined each group, passed out the exercise materials, made appropriate introductory comments, and answered questions about the task. Each group commenced the task, having about thirty minutes to complete the ranking.

The "grievances of black citizens" exercise was chosen in order to get the teams to focus on the problems involved in sharing and combining resources within a group and to demonstrate how consensus decision-making can facilitate the process of resource sharing. Additionally, the exercise was designed to call attention to the interpersonal events that can occur during the execution of a task and to the great need for knowledge and skills in group processes on the part of a team of teachers who hope to work together.

The task for the group was to read a brief description of the Kerner Commission and the commission study of conditions in twenty major U.S. cities that had been the scenes of summer riots in 1967. The Kerner Commission interviewed a cross section of people in the riot areas, as well as residents of the disorder area. By assigning weights to the grievances, they were able to make a list of twelve rank-ordered grievances.

The participants had a scrambled list of the grievances, and each of them was first asked to rank the grievances in some order privately. Then, the group as a whole was to come to a consensus ranking of the items using these instructions: (1) Avoid arguing for your own individual judgments. Approach the task on the basis of logic. (2) Avoid changing your mind *only* in order to reach agreement and avoid conflict. Only support solutions with which you are able to agree somewhat. (3) Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions. (4) View differences of opinion as helpful rather than as a hindrance in decision-making. Each group appointed a secretary who was asked to keep a record of the group's consensus ranking.

The six exercise groups behaved quite differently during their discussions. In one group, for example, there was lopsided participation with two members doing most of the talking. Another group appointed a secretary immediately but the person selected did not agree to take the job and consequently the group spent ten minutes deciding who the recorder should be. Another group seemed to have very even and dispersed interaction. In still another group, the discussion was so unclear and disjointed that the observing consultant intervened by introducing and encouraging the participants to use the communication skill of paraphrasing.

At 10:15 a.m., all six groups had come up with a single group consensus score on the items. They were asked to discuss feelings and thoughts about how they worked together. The consultants introduced the skill of paraphrasing and asked the group members to try out some paraphrasing during their discussion. Five of the six groups did not discuss their group processes but instead continued to discuss the content of the task. The consultants in these groups vigorously reminded the participants to keep in mind a distinction between task and process and to paraphrase one another's remarks. At around 10:30, the groups broke up and most staff members went to get some coffee.

During the coffee break, the consultants tallied up the results and gave each group three scores: (1) an average group score before discussion, (2) a group score after discussion, and (3) the gain or loss each group made with discussion. For details about scoring this exercise, see pps. 274-275 of Schmuck, Runkel, Saturen, Martell, and Derr (1972). At Spartan, two of the three groups improved after discussion and one group remained the same. At Palmer, two of the groups became worse after discussion and one group improved a great deal. In one of the Palmer teams, the loss

with discussion was considerable. These data were fed back to each faculty at around 10:50 a.m.

The second debriefing discussion commenced with Spartan at 10:55 and with Palmer at 11:00 a.m. The consultants introduced particular questions to guide discussion during this second debriefing period. These were: (1) What were your reactions to the exercise? How did you feel during the task? What were you thinking? (2) How similar were your behaviors during this exercise compared to the ways you usually behave back at the school? How were your behaviors different? What implications did this exercise have for your team and for your staff?

Some typical thoughts and feelings expressed initially were: "I talked too much;" "if this had been a real problem, I would have talked more;" and "I just couldn't get into the exercise very well." But as the discussion moved on, the participants began more and more to admit some feelings of irritation, confusion, and rejection and to talk more frankly about how the exercise was indicative of many interpersonal events in the school. Some of the key points at each school were:

Spartan. The two groups that improved their scores with discussion were distinguished by more dispersed participation than the one that did not improve. In the latter group, two members controlled 42% of the airtime. In the groups that improved, members more often accurately verbalized the goals of the exercise than did the members of the other group. In the group that did not improve, the quieter persons had better individual scores than the most talkative members. This fact was discussed in terms of the ways the Spartan staff typically works together. In one of the groups that improved, the debriefing brought out some negative feelings about how certain members had used humor to reduce the importance of the exercise. All three groups discussed the importance and difficulty of making consensus decisions and were easily able to relate this kind of decision process to the future work of the Spartan teams.

Palmer. The two groups that got worse with discussion were very tense during the debriefing. Both groups continued to discuss the content of the exercise, regardless of the consultants' attempts to direct the groups toward attending to their processes. The most lively debriefing occurred in the group that made a major improvement with discussion. The consultant working with this group was very active; he fed back detailed information about the participation levels of each member and about the particular task and social-emotional functions performed by each member. Although there

were some very active talkers in this group during the exercise, participation during the debriefing was equally distributed, indicating that the consultant's feedback had some immediate effects.

At 11:30 a.m., the consensus exercise was completed and the participants were asked to form into new groups for the next activity.

GENERATING ORGANIZATIONAL CONCERNS

The participants were asked to form into cross-team groups of from five to seven. These were referred to as "buzz groups" and they were introduced to the process of brainstorming. Brainstorming involves spontaneously generating a list of comments without evaluating the comments or without expecting action to be taken on them. Emphasis was on allowing everyone to have his say. The task of each of the buzz groups was to generate a list of concerns or issues that members thought would be important in moving toward differentiated staffing, the multiunit structure, and teaming. Each group was asked to record the lists on newsprint paper so that other members of the staff might later see what everyone else had done. The consultants emphasized the "problem-generating" theme of the buzz groups and tried to keep participants from problem-solving. The lists for each staff were as follows:

Spartan. (1) Gathering and sharing information before each meeting to decide issues; (2) insuring individual persons a feeling of freedom to express opinions; (3) resolving group conflict; (4) setting agenda, determining priorities, minor vs. major decisions, and delegating responsibility; (5) deciding on a deadline for decisions; (6) uniting as a large group for exchanging ideas and decision-making, keeping class-grade communication open; (7) using group resources; (8) insuring maximum participation from everyone; (9) gaining adequate commitment to decisions despite differences; (10) opposing your leader, recognizing the role of the leader, and role of the member and (11) deciding to meet or not—cancelling meetings that are unnecessary.

Palmer. (1) Defining roles for all personnel; (2) alternating the teacher representatives who accompany their curriculum associates at leadership meetings; (3) making physical arrangements for grade-level groups; (4) arranging and scheduling faculty meetings; (5) integrating curriculum between units, grade levels, and the total school; (6) developing some organized flexibility—scheduling, personnel, students; (7) building a school philosophy and objectives—agreements, attitudes; (8) forming group agreements in teams about how to work in 1970-71; and (9) operating the library.

DESCRIPTION OF FEELINGS

At about 1:05 p.m. at Spartan and 1:10 p.m. at Palmer, each staff received a short lecture on the skill of describing feelings directly. The lecturers said that only the person having the feelings knows what his inner state is and that it is fruitful for building accurate dialogue and effective collaboration when staff members can put their feelings into straightforward language. The lecturers talked about how we often act out our feelings by slamming doors, or by keeping quiet, or even by yelling, screaming, or crying and indicated that often such expressions of feelings are ambiguous to others. A teacher who expresses a feeling by slamming a classroom door instead of directly and verbally describing these feelings may cause other faculty members to wonder about the underlying feelings. Was the teacher feeling angry, anxious, joyful, or what?

To describe feelings a staff member should put his feelings into words by directly reporting in several possible ways: (1) *inner state*—relating the “queasiness in my stomach,” or “my hands are sweating and I’m feeling uncomfortable . . . ;” and (2) *simile*—“I feel like a little fish in a big pond.”

To practice the skill of describing feelings directly, the staffs were asked to divide into new subgroups (with different colleagues than during the morning) and to discuss feelings they had during the consensus exercise and the debriefing in the morning. These discussions were lively and most of them featured real descriptions of feeling. They ended at about 1:35 p.m. in both schools.

MURAL OF THIS SCHOOL LAST YEAR

At about 1:40 p.m., staff members in each school were asked to move into cross-unit groups made up of five or six persons. Using a large sheet of newsprint paper and colored chalk, each group was instructed to draw a representation of their school “as it felt to them last year,” and to remain silent while doing the artwork. After a few questions, the small groups worked silently until about 2:05 p.m. at Spartan and 2:10 p.m. at Palmer. After completing the murals, each small group was instructed to verbally share the feelings that individual staff members had about their school the previous year.

The following sorts of specific events occurred within each of the school staffs:

Spartan. Most individuals became very active during the period of artwork. Only three staff members refrained from making any artistic marks whatsoever. Even though most became involved, however, there was a noticeable lack of a coordinated, well organized

effort. During the debriefing period, individuals talked about the difficulty they experienced in expressing their feelings through artwork and the difficulty they felt in attempting to coordinate their artwork with one another. The majority of feelings expressed toward the school of the previous year were mildly negative; a few staff members indicated very favorable feelings toward the previous year.

Palmer. Virtually every member of the Palmer faculty used the chalk during the period of artwork. The group efforts seemed to be better coordinated at Palmer than at Spartan. The overriding themes were that there were many unhappy students and that most school decisions were made "upstairs somewhere." Some particular feelings that came out were: (1) frustration over not being able to cope effectively with individual differences of students, (2) concern about unhappy students with low self-esteem, (3) frustrations over departmentalization and compartmentalization between grade levels.

During the verbal debriefing, each of the pictorial descriptions was described in words. Then one staff member asked if differentiated staffing would help make these feelings more favorable. A second staff member immediately asked: "Who is putting this differentiated staffing on us, anyway?" The consultant stated that the purpose of the OD was to help the Palmer staff to learn skills that would facilitate the organizational changeover to differentiated staffing. He said, "The consultants are not doing the differentiated staffing; rather it is you, the Palmer faculty, that is." Then the conversation returned to how differentiated staffing might help to do away with the unhappy faces in the school.

In one group, the discussion involved the concerns and feelings staff members were having at that time; this brought out the confusion many staff members felt about what their school would look like during the succeeding year. This discussion seemed to help the participants to begin looking forward, toward the new organizational structure, rather than focusing on the negative aspects of the school during the previous year.

SHARING MURALS WITHIN SCHOOLS

At about 2:40 p.m. the subgroups in each school came together to report the feelings that had been uncovered.

Spartan. The Spartan staff members focused on their frustrations over not being better coordinated. They also discussed their concern about the low self-esteem of many of their students.

Palmer. The Palmer staff joked a lot, thus minimizing the

emotional impact and intensity of many of their unhappy feelings. It was not until the last subgroup reported their feelings that the atmosphere became serious. Most Palmer staff members agreed that they were very unhappy about having so many "unhappy kids in the school last year."

GOAL-SETTING EXERCISE

The next exercise started at about 3:25 p.m. It was designed to move the staffs away from their "backward glances" and toward a look at the future. They were to formulate some of the goals for next year's school. Specifically, they were instructed to use tinkertoys to depict what they would like the school to look like after differentiated staffing, multiunit structure, and team teaching were implemented.

Each staff was divided into unit groups with the auxiliary personnel spread across the units. Using tinkertoys, each group was to construct a symbolic model of what it would prefer the school to look like next year. Further instructions emphasized that the groups should build a model of the school organization—including all of the personnel and the relationships among them—symbolizing how they would relate to one another in an ideal organization. Each group had thirty minutes to complete the task; they were allowed (in fact, encouraged) to talk with one another to decide the kind of model group members wanted.

Spartan. The Spartan staff went about their work very seriously. In one group, the members consensually decided what the model should look like before any pieces were put in place. In another group, the members could not agree on what their model should look like. Out of some frustration and anger, one member suggested that the principal should put the model together by himself. In still another group, agreement was difficult to reach and a completed model was never really finished.

At about 4:30 p.m., the Spartan faculty went into a general debriefing about the goal setting exercise. The staff tended to agree about the following objectives for the new organization: (1) all personnel should have the same status in relation to students; (2) a student should think of several faculty members as his teachers, in contrast to thinking about one faculty member as his teacher; (3) we should each contribute our particular specialties to the school, and we all should not be expected to do the same things; (4) we should be able to move from one unit to another; (5) we should pay attention continuously to communication skills and group process techniques; (6) we should find ways of diagnosing

how we are doing and for bringing about change if need be; (7) we should incorporate new ideas when they are useful; (8) we should strive to meet emotional needs of both students and educators; and (9) we should strive for harmony between school, home, and community.

The Spartan staff met in one large circle at 4:55 p.m. to discuss the day's work and to give feedback to the consultants. The discussion was completed by 5:10 p.m.

Palmer. The Palmer staff entered this task with much less seriousness than the Spartan teachers. The mention of tinkertoys was met with glances, smirks, smiles, and snickers. One group built their model in three minutes without much discussion. The other two groups spent most of their time discussing the model, joking a great deal as they did, and consequently did not construct complete models.

During the debriefing, the consultants confronted Palmer staff members by describing their lack of seriousness. One staff member responded by minimizing the importance of the task. A bit later, the principal got up from his seat to get his pipe and upon returning to the group sat between the confrontive consultant and the defensive participant. This physical positioning reduced the intensity of the emotions at that moment.

The Palmer staff never came up with a list of tentative objectives for the succeeding year. The general staff interaction ended at 5:15 p.m., but subgroups remained and interacted until 5:30. The Palmer staff left the first day with more tension and discomfort than the Spartan staff.

NONVERBAL COOPERATION EXERCISE

On Tuesday morning after a brief overview, the participants were asked to divide up into four work groups. Three groups were constituted by the 1-2, 3-4, and 5-6 teachers and aides, while the fourth group was made up by the principal, the curriculum associates, counselor, librarian, secretary, and clerical aides. This was referred to as the leadership group.

All staff members were told the basic instruction for the exercise in one large group, and then were asked to perform the task in the groups described above. Only five group members were to perform the exercise, so the remaining staff members in each group were to look for ways the participants helped or hindered the group's performance.

When the five participants in each subsystem group were seated around a card table, they found a few flat plastic pieces lying in

front of each of them. There were enough pieces to make five complete squares. The rules were given as follows: (1) Each member must construct one square, equal in size to every other member's, directly at his work place. (2) No member may talk, signal, or gesture in any way that would provide guidance, direction, or suggestions to any other group member. For example, no member may signal that he or she wants a piece from another member. (3) Any member may only give any of his or her pieces to another member. (4) Each member's pieces must be at his or her work place except that piece which the person currently is giving to another member. (5) Only giving is allowed—no taking. (6) The exercise is only finished after every group member has a square that is equal in size to every other member's square.

The debriefing of this exercise allowed the participants to practice the communication skills that had been introduced on the previous day, i.e., paraphrasing, behavior description, description of feelings, and impression checking. Although the last of these was yet to be introduced formally, participants were able to begin using it by checking their impressions of the feelings others in the group were having during the exercise. The observers especially were instructed to practice all of the communication skills during the debriefing. The debriefing also allowed the groups to explore the implications the exercise had for their work back in the school and to begin to discuss whether the way they worked together in the exercise represented how they preferred to work together. In other words, they began to make their implicit norms more explicit. This happened in six of the eight groups, three in each school.

In rather striking contrast to the first day, the Palmer staff reacted much more seriously to this exercise. The Spartan staff continued to be serious but also seemed more relaxed than they were on the morning of the first day.

The five square puzzle exercise led nicely into the next phase of the OD design—stating clearly and publicly the preferred group norms. Staff members already were sharing information about what behaviors they expected in the group, what behaviors they preferred, and which ones they wanted to eliminate.

GROUP AGREEMENTS

The activity geared to help each faculty establish some group agreements about preferred ways of working together commenced at about 9:15 a.m. The same groups that had worked on the five square puzzle worked on group agreements.

Each faculty was told that group agreements (norms) are present in most groups, but often they are implicit and not beneficial to effective group performance. By uncovering the implicit norms of the group—as had occurred in the five square exercise—and by making those norms that seem beneficial into public group agreements, each group will have more control over its own activities and destiny. A public discussion of norms makes it easier to change unhelpful norms into helpful group agreements.

After this short introduction to group agreements and a statement about how this activity related to the five square exercise, the consultants handed out a sheet of paper to help guide the group discussions. This paper read as follows:

GROUP AGREEMENTS

A group functions better if members are clear about what kinds of behavior they expect of each other as group members. Here are some samples of helpful agreements that a group might make.

1. *Confidentiality*: When talking with people who are not members of this group, I understand that I may report anything that happens in the group as long as I do not name or identify individual members in connection with incidents that might embarrass them or reflect unfavorably upon them.
2. *Directness*: If I am dissatisfied with the way the group is going I will report my reactions directly to the group itself when it is in session.

If outside of a regular session, another member tells me of his dissatisfactions with the group, I will suggest that he bring the matter up with the total group at a regular session.

3. *Survey*: Any member may ask for a survey at any time. The requesting member states what he wants to know from the total group. Others then paraphrase or clarify the topic until all are clear what they are being asked. Each person then briefly states his current position on the topic in two or three sentences.

A survey is not a vote. It does not bind the group or its members.

A survey must be taken at the time it is requested; it suspends any other activity.

4. _____
5. _____
6. _____

The group agreements were established in four groups within Spartan and Palmer through "decision by consensus." Participants were reminded of the consensus exercise of the previous day and were asked once again to use those guidelines in this activity. The groups' agreements were as follows:

Spartan Leadership Group: (1) There will be a chairperson at every meeting. (2) Beginning this September, the principal will chair our meetings. (3) We will change and add to our agreements through a process of consensus. (4) We will adopt the *survey* as it was described by the consultants. (5) We will accept *directness* as stated by the consultants.

Spartan 1-2 Unit Group: (1) *Promptness*—begin meetings on time and stay with topics. (2) *Confidentiality*—trust members of our group to use discretion in discussing personal incidents. (3) When an agreement is established, it will be followed by all members until a new or better agreement is reached. Anyone in the group should be free to confront any other member with the latter's inconsistency. (4) We will take our decision-making responsibilities seriously by all being involved. (5) A *survey* may be called by any member at any time and it suspends all other activity. (6) The Curriculum Associate or any member may request a meeting. The Curriculum Associate will be responsible for setting the time and place. Members will be responsible for getting agenda items to the Curriculum Associate. Meetings will be open for new agenda items. (7) We will reach final decisions by *consensus*.

Spartan 3-4 Unit Group: (1) *Our meetings:* (a) any unit member may initiate a *survey* of the group at any time to determine whether we should meet; the Curriculum Associate will conduct the survey and make the final decision; (b) the Curriculum Associate may unilaterally call a meeting at any time; and (c) any member may contribute to the agenda. (2) All members of the unit will participate in decisions that affect the unit. (3) We shall share our strengths. Individuals will identify their needs and the group will identify resources to meet these needs. (4) There should be directness and confidentiality between individuals: (a) we agree to describe negative and positive feelings to one another and use *behavior* descriptions. We shall *not* let things ride! (b) we shall give feedback to one another about teaching performance; each of us will try to identify the kind of feedback we think will be most helpful and let the others know what our wishes are. We shall visit and observe according to interests and invitations. (5) Clerical aides and paraprofessionals are members of our unit. They will participate with us in making decisions. We will share them among teachers and we shall more clearly define their roles when we plan curriculum. (6) The Curriculum Associate will exercise flexible democratic leadership as a working member of our unit; preferably he will not be tied to a single group of youngsters. (7) We agree to structure teachers' roles flexibly. Some of us may float considerably, others not. (8) We agree to identify needs of individual youngsters and place and shift them accordingly. (9) We agree to consider, as a group, rules of conduct for all children in the unit. We need some common agreements, although individual teachers may handle some things differently.

Spartan 5-6 Unit Group: (1) Hear the speaker out. Don't interrupt or become "over stimulated." (2) Stick to the topic at hand. *Be direct.* (3) We need an organizer, and a discussion "monitor." (4) Use discussions for *decision-making*, not just leader reinforcements. Not a "rubber stamp." (5) If a decision has already been made, clarify it, paraphrase it, survey it, and THEN write it down. (6) Have an agenda before each meeting. (7) Be prepared; come with your "homework" done. (8) Don't be tied to the clock, but come on time! (9) Discuss issues at the level (meetings) to which they pertain, i.e., grade level, unit, faculty. (10) The Curriculum Associate should be responsible for calling (or cancelling) meetings, but must be open to needs and requests of individual level members (including special meetings). (11) A specific, regular time and place will be established for beginning and tentative ending. (12) Make decisions by *consensus*, whenever possible. (13) We shall share innovative ideas and support each other strongly in experimentation.

Palmer Leadership Group: (1) *Confidentiality:* (a) personal comments about individual actions should have a positive purpose, and (b) discretion should be used always. (2) Asking for help shall not be regarded as an admission of failure or weakness. (3) *Directness* (openness) as consultants phrased it. (4) *Survey* as the consultants phrased it.

Palmer 1-2 Unit Group: (1) Accept confidentiality. (2) Individual conflicts between unit members should be handled between individuals *first*. (3) If individual problems in (2) cannot be resolved, then they should be taken to the unit. (4) Accept *directness* as consultants phrased it. (5) Be consistent in treatment of accepted child behavior policies. (6) Accept *survey* as consultants phrased it. (7) Have "official five minute buzz" each morning before school begins. (8) Have regular weekly meeting of the unit. (9) Have regular meetings with other teaching units. (10) Practice the communication skills we've learned here. (11) Compliment each other on observed teaching techniques and materials. (12) Share individual strengths and materials, duties and other responsibilities. (13) Share strengths and duties in order to provide the Curriculum Associate with needed release time.

Palmer 3-4 Unit Group: (1) We support the complete sharing of materials, ideas, concerns, needs, and problems within our unit. (2) We will pass any pertinent information or suggestions to the entire Palmer staff. (3) We want flexibility in using talents, knowledge, and abilities of the entire unit to the greatest advantage. (4) A list should be compiled by the Curriculum Associate, to be made available to everyone, describing special talents, interests, slides, films, collections, and possessions of the members of the entire Palmer staff who wish to share with others. (5) We will keep the entire staff informed about our activities.

Palmer 5-6 Unit Group: (1) *Confidentiality* as the consultants phrased it. (2) *Directness* as the consultants phrased it. (3) *Survey*

as the consultants phrased it. (4) Set one hour at least for weekly meeting. (5) If person cannot attend the weekly meeting, it is his or her responsibility to contact the Curriculum Associate to be filled in. (6) Rotate the role of convener through each member of the unit at weekly meetings. (7) The Curriculum Associate is a resource person—linked with the leadership group. The Curriculum Associate should not be authoritarian but rather use democratic decision-making methods.

SHARING THE GROUP AGREEMENTS

Next, each subgroup brought in its list written on newsprint to share with the other three subgroups in the school. This interaction was limited to reporting back in both schools. In neither school did the discussions move to the level of making building agreements (although movement in that direction certainly was launched at this time). Both faculties broke for lunch at noon.

INTERGROUP EXERCISE: PLANNERS AND OPERATORS

At 12:50 p.m., the staff members commenced the afternoon program. The planners and operators exercise simulates group issues that arise typically when one group plans a task that another group must execute. Participants usually experience firsthand the social dynamics of team planning and the problems of communication between a planning committee and an implementing team.

Each faculty was divided into three groups and each of the groups consisted of three subgroups, labeled as the planners, operators, and observers. Each group had ten or eleven participants with four planners, four operators, and the rest observers.

Overall goals of the exercise were explained to the participants in this way. The planners were to decide how to instruct the operators to carry out a puzzle task. They would be able to present the operators with written and verbal instructions, but would then be required to withdraw and to offer no help as the operators carried out the task. The observers were to watch the process of decision-making and interaction, making notes on its efficiencies and deficiencies. After this brief introduction, the planners and operators went to separate rooms with one or two observers to begin the task.

The four members of the planning committee sat at a table with sixteen plastic puzzle pieces and a "key" that showed how all sixteen pieces could be assembled to form a large square with a smaller empty square in its center (for details, see pps. 280-285 of Schmuck, Runkel, Saturen, Martell, and Derr 1972). The planners were not allowed to assemble the puzzle, but instead were to plan

the most efficient way to train the operators to assemble the puzzle. They were not allowed to manipulate one another's puzzle pieces, nor were they permitted to show the "key" to the operators.

Meanwhile, in a nearby room, the operators were instructed to organize themselves in anticipation of carrying out a cooperative task. They were told that they would receive at least five minutes of formal instruction from the planners and that the task itself would begin in forty-five minutes. The operators were to wait until the planners initiated communication with them.

While the operators were preparing themselves, the planners also were told that they would have a total of forty-five minutes to create a plan and to instruct the operators. They were told that they were required to give the operators at least five minutes of instruction; but that they could give any amount of instruction to them up to forty-five minutes total. At the forty-five-minute mark, the operators would commence their task and the planners would no longer be available to help them.

Highlights of this intergroup exercise at each school were as follows:

Spartan. Only one group was closely observed. During that group's planning period, the operators sent several notes to the planners (this kind of communication was allowed). The first several notes went unanswered. The fourth note read, "How may we best prepare for our task?" After a brief discussion on the usefulness of writing out a long response, one planner decided to visit the operators to answer their questions and to check their feelings. (A visit of this nature is not a typical gesture in this exercise.)

The planner returned to his group with the information that the operators would like to have a running account on paper of what the planners were doing. The planners thus divided into half with two doing verbal planning and two writing documents to the operators. The original contact from the planners to the operators continued to run messages back and forth.

At about 1:50 p.m., the planners were required to give their five minutes of instruction in each group. The operators commenced the task at 1:55 p.m., and the planners no longer were allowed to help. The group that received instructions during the planning stage finished the puzzle first at 2:07 p.m., letting go with a cheer, applause, and laughter as they did. The two other groups were still busy with their task.

The next part of the design called for a formal introduction to impression checking. Since each subgroup would finish the puzzle at a different time, the consultants decided to introduce this skill

to each group right after it had completed the puzzle. Impression checking was introduced to the first group at 2:10 p.m.

The group that finished first practiced the four communication skills actively during their debriefing. There were eleven descriptions of feelings, nine behavior descriptions, seven impression checks, and five paraphrases. The group discussed some of the difficulties they had in integrating the planning activities of the "designers" and the "message writers." A great deal of time was spent discussing the importance of using the survey and the problems created by self-authorized decisions.

The other Spartan groups finished at 2:19 p.m. and 2:28 p.m. respectively. In the second of these groups, the operators described their feelings of frustration when notes sent to the planners went unanswered. In the first of these groups, the debriefing focused on the lack of a coordinated effort among the planners.

In summary, this exercise worked very well for the Spartan faculty. All groups completed the puzzle in reasonable times; most staff members felt highly satisfied; and the final debriefings indicated that the staff members were able to draw many implications from the exercise for their back-in-school work together.

Palmer. All exercise groups were closely observed. Typically, two planners per group and two operators per group dominated air time during the planning and operating periods. In all cases, one of the two planners who talked frequently took the role of instructor during the five minute instruction period. Two of the three Curriculum Associates were high-talking operators.

The operators commenced the task at 1:58 p.m. The three groups finished at 2:18 p.m., 2:23 p.m., and 2:41 p.m., thus performing considerably less effectively than the Spartan groups. During the debriefing, each group was noted as using descriptions of feelings accurately and frequently. Impression checking was also used, but less frequently. Only one member of one group used a behavior description and only two members of another group used paraphrasing. Little discussion occurred about the lopsided participation patterns within the groups. Only one person described the participation of the planners that she observed, but her statement was not picked up by others in the group. One group moved away from a process discussion about the exercise quickly and never returned to it.

TOTAL BUILDING AGREEMENTS

The original design called for both faculties to start establishing total building agreements at 3:15 p.m. The Spartan staff was ready

at 3:10 p.m. to start this phase of the program, but the Palmer staff was not ready until 3:35.

Spartan. The groups that had worked on the intergroup exercise stayed together to work on total building agreements. Lists prepared during the morning within the units and the leadership group were reviewed, then in the afternoon each group tried to establish agreements that might be beneficial to the entire staff.

At 4:05, Spartan faculty members returned from these subgroups to form a total staff discussion. The total group very quickly agreed on eleven building agreements. Then the discussion bogged down and the twelfth agreement (having to do with consensus decision-making) was very difficult to establish. One of the consultants pointed out that only a few faculty members were participating and that perhaps the "log jam" could be relieved if others were to pitch in. Subsequently, the discussion became much more active and dispersed. Another consultant mentioned that the list might be defined as tentative rather than immutable and this contribution seemed to relieve many staff members. By 5:00 p.m., the Spartan faculty had reached agreement on the following eighteen tentative building agreements:

At faculty meetings we agree to: (1) Be prompt. (2) Start on time. (3) Have a chairer and an alternate. (4) Have a regularly scheduled time and place. (5) Have a recorder who keeps and circulates notes. (6) Stick to the agenda and only make deviations by staff consensus. (7) Create an agenda before the meeting. (8) Post newsprint with a public agenda on it. (9) Discuss items that pertain to total staff only. (10) Call or cancel any meeting after getting questionnaire responses. (11) Make use of buzz groups to discuss issues. (12) Decide by consensus issues that will be binding on everyone. (13) Do not discuss decisions that have already been made except "how to live with them." (14) Report feelings directly *during* group meetings; do not complain about decisions or procedures afterwards. (15) Take out ten minutes at the end of each meeting for process debriefing; check (a) how efficient we were, (b) were we living up to our group agreements? and (c) our use of communication skills. (16) Use survey procedure to facilitate maximum participation. We shall honor a request for a survey as follows: (a) the requesting member states question, (b) others paraphrase until everyone understands the question, and (c) *each* person briefly states his current position. (17) Set priorities among the agenda items perhaps within units. (18) End every faculty meeting promptly by transferring unfinished business to the agenda of the following week.

Palmer. At 3:35 p.m., the Palmer staff turned to their discussion of total building agreements. Within the intergroup exercise groups, Palmer staff members reviewed the lists that had been created during the morning. The consultants then selected those agreements that seemed common to all units. Then the exercise groups brainstormed some additional items. Finally, at 4:20, the total Palmer staff gathered together to generate the following list of total building agreements:

(1) The teaching units will meet once per week from 2:40 to 3:30 (or as needed) on different days of the week; this will allow auxiliary personnel to attend any team meeting if necessary. (2) Five minute unit buzz group meetings should be held each morning at 8:20 a.m. (3) There should be a morning bulletin everyday by 8:10 a.m. (4) There should be a file kept in the school on the talents and resources of the staff members. (5) We need a new system of report cards. (6) We need a school handbook on definitions and procedures of differentiated staffing. (7) We need a vital library and materials center. (8) We should have three lunch periods instead of last year's two. (9) We need a system for making audio-visual materials easily available and well maintained. (10) Let's ask the custodian if we can call him by his first name. (11) Ask the custodian to join the faculty for coffee breaks and lunch if he wishes. (12) Teachers may wear pants suits or cylottes. (13) Different grade levels should eat together at least occasionally. (14) Teachers in upper grades should talk with teachers in the lower grades about particular students on a regular basis. (15) Let's have staff parties to get to know one another. (16) The principal should respect and use the teachers' ideas. (17) Teachers should be willing to admit to children that they—the teachers—may be wrong. (18) An agenda should be posted where everyone can see it and add to it before the meeting. (19) Let's call parents just as often when favorable things happen as when negative things occur. (20) Let's keep a large sheet of paper in the faculty room to make a mural about our feelings during the school year.

The Palmer faculty completed this activity at 5:20 p.m., and left the building interacting within informal subgroups. The atmosphere of the staff seemed favorable compared with that at the close of the previous day.

THEORY ON ORGANIZATIONAL AGREEMENTS

The two faculties spent the entire evening on Tuesday in different parts of the building and—although the design was similar—the two staffs differed in their responses to the inputs.

Spartan. At 7:00 p.m., Phil Runkel offered a brief lecture on some key organizational features of the multiunit school. He spoke about the need to "uncover and use the school's variety pool of resources." The school's variety pool was defined as the many, diverse capabilities that Spartan staff members possessed. These remarks were greeted by many smiles and nods of agreement. He then went on to talk about the typical ways groups make decisions (agreements about how to act) including such decision-making patterns as one person deciding, a few persons deciding, the majority deciding; and all staff members deciding. Runkel talked about the costs and benefits of each of these methods, pausing longest to discuss the skills needed to overcome problems that arise when everyone is involved in the decision-making. Finally, another consultant encouraged the staff to act flexibly and to try some new procedures. She added that full use of the school's variety pool will require more supportive and collaborative norms coupled with new behavioral skills for uncovering and using individual capabilities.

Next, the Spartan staff divided up into the unit groups with the auxiliary personnel spread around in each unit. Each unit was instructed to "uncover its own variety pool of resources." Two of the Curriculum Associates acted as "gatekeepers," facilitating discussion about every individual in their unit. The consultant in the third unit reminded the Curriculum Associate to take a more active convening role at the midway point. All of the groups eventually got around to talking about every member, including the aides.

Next, the entire Spartan faculty came together for a meeting in a fishbowl arrangement. The leadership group sat on the inside, while the rest of the staff surrounded them. A consultant gave a brief presentation on how the multiunit structure is like Likert's link-pin structure with the Curriculum Associates acting as link-pins between their unit and the leadership group. Then the leadership group was to state—in front of the entire faculty—what it considered to be important and valuable organizational agreements for Spartan.

Two of the more active Curriculum Associates started out by summarizing some of the sorts of agreements they understood the staff to be making earlier in the day. Then the principal made a dramatic statement. He said, "The role of the administrator has changed . . . I see myself in the role of principal as the expeditor of the educational process . . . joining in collaboration with the Curriculum Associates to follow through on and to see that the educational process is effective. Those of you who are responsible

for expediting the educational process are the primary figures at Spartan . . . Others of us must get out of your way . . . We are here to serve you." He went on to speak explicitly about his willingness to share authority and responsibility. What he would need, most of all, would be the understanding cooperation of everyone.

When the principal completed his remarks, silence fell over the group for what seemed like a three minute interval. Then, one of the Curriculum Associates spoke up, stating his appreciation for what the principal had been willing to share. He strongly supported the principal's conception of sharing authority and responsibility and was especially happy that the principal declared this position publicly. Soon other leadership group members were expressing their support for the principal's position, while members of the staff seated on the outside smiled in agreement.

After a few moments of silence, a consultant placed an empty chair in the fishbowl, inviting others to enter the leadership group for short inputs if they wished. Two members did communicate their support of the principal. A third staff member entered the group to request a focus on the role of the Curriculum Associates. For the next twenty minutes, the role of Curriculum Associate was discussed along lines similar to that of the principal. The Curriculum Associate was pictured as a facilitator, catalyst, convener, and consensus stimulator.

The evening meeting for Spartan ended at 8:50 with a brief, ten minute lecture on "constructive openness," which stressed that openness is not useful if it takes the form of mere catharsis. We should be open skillfully—using good sense about issues and timing as well as using the four communication skills of paraphrasing, behavior description, feeling description, and impression checking.

Palmer. At 7:09 p.m., Dick Schmuck offered a brief lecture on some key organizational features of the multiunit school. He spoke about Likert's studies in organizations and expressed support for the link-pin structure. He went on to say that the link-pin structure works well only if the link-pin role is defined very clearly for everyone, if the small groups within the organization work well, and if consensus decision-making is implemented successfully. He once again reviewed consensus decision-making, but dwelt primarily on role clarity for the Curriculum Associate.

At 7:35 p.m., the unit groups met with their Curriculum Associates and the principal met with the auxiliary staff. Each of these groups was asked to discuss the role of the Curriculum Associate and to try to clarify it.

Events in the group with which the principal met were carefully observed by a consultant. The counselor asked the principal to speak about the amount of time he would like to have the Curriculum Associates in the classroom. Other members of the group chimed in; here is how the interaction went:

Question: "Do the Curriculum Associates ever develop programs such as curriculum, etc.?"

Principal: "Yes, I think so definitely."

Question: "How much time should they be in the classroom?"

Principal: "About 75% in the classroom, the rest of the time they will be working on program and supervising interns."

Question: "Will they also evaluate teachers?"

Principal: "I don't believe I should abdicate that!"

Question: "What help should they expect from you?"

Principal: "They can request help from me at any time."

Question: "Will the Curriculum Associates handle the discipline?"

Principal: "I'd say, no!"

Question: "What kinds of decisions do you expect from them?"

Principal: "I see the Curriculum Associates as assisting and advising me."

At about 8:15 p.m., the Palmer staff was asked to move into a fishbowl arrangement. A consultant told them that this physical arrangement symbolized the link-pin organization of the future at Palmer. The auxiliary staff was asked to sit right behind the principal, while the 1-2, 3-4, and 5-6 teachers and aides were asked to sit behind their respective Curriculum Associates.

Each member of the inner circle was asked to state how he or she viewed the role of the Curriculum Associate. The discussion moved from one person to another in the form of a series of monologues; very little dialogue occurred during the fishbowl.

The 1-2 Curriculum Associate listed as role attributes: (1) be a resource person, (2) evaluate curriculum, (3) lead in the areas of curriculum, (4) formulate a math program, (5) act as a link between unit and central office consultant, (6) be willing to teach or provide curriculum leadership across units in areas of greatest strength, and (7) provide help to students not performing up to grade level.

The 3-4 Curriculum Associate said: (1) explain program to the community, (2) gather material for curriculum purposes, (3) supervise interns, (4) help with evaluation of teachers, (5) coordinate resources, and (6) spend a "fair amount" of time in classroom teaching.

The 5-6 Curriculum Associate said: (1) chair meetings, (2) teach, (3) communicate with other teams, (4) serve as a resource person,

(5) be up-to-date on methods of instruction, (6) don't be a snooper or an authoritarian, (7) do public relations in the community, and (8) relieve tension on the team.

The principal said: "In addition to these, I'd like to add that the Curriculum Associate (1) helps with budget, (2) creates new curriculum materials, and (3) works on motivational problems of students but is not a disciplinarian. In review, I'd also like to point out that the Curriculum Associates will *not* be doing teacher evaluation and I'm glad you agree with this." *The principal failed to indicate that both the 1-2 and the 3-4 Curriculum Associates saw evaluation as part of their roles.* His comments indicated that he thought he was paraphrasing group agreements of the leadership group.

At this point, at about 8:45 p.m., the consultants asked for a general debriefing of the fishbowl and of the link-pin organizational structure. A staff member asked a specific consultant for feedback. The consultant responded with "I don't think decisions were being made because the discussion was a series of monologues. There was little paraphrasing, no surveying, no asking for consensus. It wasn't very real; it felt like a kind of dream." The principal then turned to another consultant saying, "Please be brutally frank; how could the leadership have been different?" "Well," the consultant said, "I thought there were disagreements that did not come out; you might start to improve the leadership situation by asking your staff members to be brutally frank with you."

After a small amount of silence, one teacher said, "Our principal acts as though he doesn't hear us sometimes . . . one time he just walked away from me when I wanted to talk with him." Another said, "I want to get on paper that the principal and the Curriculum Associates must give verbal reasons for vetoing us." Still another commented, "All of us are to blame; we seldom speak frankly to one another about difficult matters and negative feelings."

Dick Schmuck supported the teachers who were speaking out. He said that the Palmer staff might be uncovering conflicts that could benefit it in the long run. He said that he understood that such a process can be very painful. He then introduced "constructive openness," tying it to the evening's discussion and to problem-solving. "Tomorrow," he said, "we will have many chances to continue the work we started here this evening by using constructive openness and a constructive, systematic problem-solving process."

REVIEW OF COMMUNICATION SKILLS

The next morning both faculties met together in a large general session to go over the communication skills. A consultant reiterated

the four skills and indicated how they are associated with constructive openness. This brief lecture started at 8:05 a.m. and ended at 8:25 a.m.

HAND-MIRRORING

Next, several consultants demonstrated the hand-mirroring exercise to all of the participants. Each faculty member paired off with a colleague. After the exercise was experienced once, participants sought mates from the other faculty. Rotations continued for twenty minutes. Then one consultant gave a brief lecture on the importance of understanding the difference between task and social-emotional processes in groups. He went on to show how constructive openness should be used while the faculties talk about how they are working together. He ended the lecturette by labeling these activities as process discussions and likening them to the debriefing discussions that had been experienced during the workshop.

While this exercise was going on, the rest of the consultants from both schools met in a separate room to discuss any unidentified or unresolved problems that may have surfaced either during the preworkshop interviews or during the first two days of training. The consultants agreed that the following issues were very important for both staffs: (1) the need for clear and shared expectations about the role of the Curriculum Associate; (2) the need for clear and shared definitions of the role of teachers, the principal, the counselor, and the aides; (3) the need to share relevant information skillfully; (4) the need to state some educational goals for the schools clearly; (5) the need to meet each staff member's interests and desires; and (6) the need to develop a clear system for making decisions in the units as well as in the total faculty.

At 9:05 a.m., the hand-mirroring exercise and the consultants' planning session were over and the two faculties moved to their respective wings of the building.

GENERATING ORGANIZATIONAL PROBLEMS

The design for the workshop called for a moving away from simulations and skill practice at this point. The workshop now turned towards getting into real problems and toward building plans of action for the school year. Since the two faculties proceeded differently, let us look first at what took place with the Spartan staff.

Spartan. The Spartan staff was told to divide into four groups, i.e., the 1-2, 3-4, and 5-6 units and the leadership group. They were

to spend about two hours listing and discussing their concerns, establishing priorities among them, and attempting to make these concerns as specific and behavioral as possible. They were told to organize their concerns into: (1) things we are concerned about within our own team; and (2) things we are concerned about between our team and other units at Spartan. The results of these discussions were as follows:

Concerns Within the 1-2 Team: (1) clarifying role of the Curriculum Associate, (2) clarifying role of the aide, (3) making consistent our enforcement of school rules, (4) meeting the instructional needs of inexperienced teachers, (5) overcoming our differences in age, experience, background, and philosophies through constructive openness, and (6) making use of one another's resources.

Problems Between the 1-2 Team and Others: (1) lack of consistency in enforcing school rules, (2) lack of agreement with the value of particular school rules, (3) lack of clear role expectations across units, (4) lack of maintenance of audio-visual aides, (5) lack of responsibility for careful use of supplies, (6) unrealistic scheduling of certain audio-visual materials and supplies, (7) lack of clarity around the procedure for making school-wide decisions, (8) inadequate use of available space, and (9) disturbances created by early morning announcements over the loud speaker.

Concerns Within the 3-4 Team: (1) achieving 100% commitment from one another when it is needed, (2) optimizing use of auxiliary persons, (3) integrating new members into the team, (4) improving the use of individual resources throughout the unit, and (5) increasing the use of students as instructors.

Problems Between the 3-4 Team and Others: (1) lack of 100% commitment on procedures for controlling students, (2) lack of a flexible schedule, (3) lack of clear procedure for fairly assigning onerous tasks and duties, (4) lack of a clearly meshed curriculum from one level to the next, (5) lack of adequate acquaintance with teachers in other units, (6) lack of clear procedures for using space and equipment, (7) lack of adequate use of students as instructors, and (8) lack of good procedure for using one another's resources across units.

Concerns Within the 5-6 Team: (1) sharing and using each member's strengths during planning and execution, (2) establishing procedures for making decisions that will ensure commitment, execution, and feedback, (3) achieving high morale among our students, and (4) establishing procedures for sharing innovative ideas and supporting one another in experimentation.

Problems Between the 5-6 Team and Others: (1) lack of achieving 100% commitment in enforcing necessary school policies, (2) lack of adequately flexible scheduling, (3) lack of adequate scheduling of available space, (4) lack of freedom to guide own movement

professionally, (5) lack of school policies that reflect practices and objectives, (6) lack of effective communication, (7) lack of effective use of, care of, access to, and responsibility for instructional materials, e.g., audio-visual materials, (8) lack of use of instructional resources outside professional staff, (9) lack of clarity about role expectations of specialists and auxiliary personnel to teachers, (10) lack of role clarity of principal in relationship to total school, (11) lack of established procedures for sharing innovative ideas and supporting each other in experimentation between units, (12) lack of realistic assignment of operational tasks of the school, (13) lack of directness in reporting feelings to each other, and (14) lack of effective public relations.

Concerns Within the Leadership Team: (1) defining the functions of this group, (2) defining the role of the principal vis-a-vis this team, and (3) coordinating staff and community resources.

Problems Between the Leadership Team and Others: (1) lack of clear role for principal with whole school, (2) lack of clear public relations program, (3) lack of clear roles for auxiliary personnel, (4) lack of clear relationship between leadership team and rest of school, and (5) lack of an adequate report card system.

Except for the spirited and efficient work of the 5-6 unit, the interaction moved slowly and without high energy. By 11:35 a.m. all four of the groups had completed their lists and were placing them up on the walls for presentation, clarification, and discussion. The discussion proceeded first with each group telling about its concerns about itself and second by each group reading one problem between itself and others while a member of another unit attempted to paraphrase the item. This general sharing was over at 12:10 p.m. at Spartan.

Palmer. The Palmer staff took quite a different course. After the Palmer staff moved to its own wing at 9:07 a.m., the consultants arranged the entire faculty in a large circle and asked them to think about "problems our team might have with other teams" and "behaviors we are concerned about within our own teams."

Almost immediately, one of the Curriculum Associates complained that the very biggest problem that Palmer faces is defining the role of the Curriculum Associate and wanted some feedback about what others were thinking about the previous evening's fish-bowl discussion. Another Curriculum Associate quickly suggested that the principal and the three Curriculum Associates "meet separately for at least one hour to iron out the role of the CA." The principal supported this idea and suggested that while such a meeting is going on the other staff members should be discussing their preferred role for the principal. The consultants suggested that all

groups should try to post lists of concerns or problems on the wall for all to see.

From 9:35 to 10:40, the leadership group met to clarify the role of the Curriculum Associate while two cross-team groups met to brainstorm on the role of the principal. One of the cross-team groups came up with these items: (1) the principal should state his ideas and reservations immediately whenever a new idea is proposed; (2) the principal should state clearly that he is listening; he should use paraphrasing more; (3) the principal should explain to us more about the pressures he works under; (4) the principal should give reasons for his vetoing of new ideas; and (5) why does the principal have a veto anyway?

The groups did not reconvene until 11:00 a.m. Between 10:40 and 11:00 a.m., informal subgroups formed to talk quietly about the morning's proceedings. Meanwhile, the consultants posted their own list of Palmer problems as they saw them.

The period from 11:05 a.m. to noon was spent in a total faculty discussion about the work of the leadership group. The leadership team first showed what they had discussed by presenting a sheet of newsprint which read: "The CA will be (1) resource person, (2) curriculum developer, (3) intern supervisor, (4) instructor in the classroom, and (5) link to the central office and community. Soon, one of the consultants asked for how the leadership team saw the CAs working in relation to the principal. Were they to share decision-making power or were they to be advice-givers with the principal making decisions? This query was never answered and the discussion broke up at 12:05 p.m.

PROBLEM SHARING AND SELECTION

The next part of the workshop started in Spartan at 12:45 p.m. and in Palmer at 12:50 p.m. The consultants agreed at lunch to attempt to move both faculties into small problem-solving groups by 2:45 p.m.

Spartan. The Spartan consultants took an active part in reducing the long lists of concerns and problems into a simple list of ten "common problems." The consultants presented these and asked Spartan staff members to paraphrase them. As soon as the list had been presented, each Spartan staff member wrote the three problems that he or she considered to be the most important on a piece of paper. During a short coffee break, the consultants used these data to select the five most central issues for problem-solving.

By 2:15 the five problems that were selected by the consultants were posted on large sheets of newsprint, located at different

places around the room. Spartan staff members milled around the room, eventually selecting a problem to work on. The problems were: (1) lack of freedom to guide own movement professionally; specifically, (a) arrival and departure times, (b) individual sense of guilt about own actions, (c) accounting for an outside job to others, and (d) discretionary leave; (2) lack of achieving 100% commitment in enforcing necessary student conduct; (3) lack of clear expectations and communication about teacher behavior and instructional objectives; (4) lack of school policies that reflect practices and objectives; and (5) lack of established procedures for sharing innovative ideas and supporting each other in experimentation.

Palmer. The Palmer consultants worked during the lunch period to develop a list of concerns and problems. After lunch, they brought their list before the group. Each item was read, paraphrased, and clarified. The total list contained eleven items, but the consultants asked the Palmer staff members to vote for just three of them. After the votes were tallied, each of four problem statements was placed on newsprint in different parts of the room, and after milling and negotiating the staff formed themselves into four problem-solving groups. The problems were: (1) lack of clear roles for the principal and the counselor (the faculty considered the role of Curriculum Associate to have been defined); (2) lack of clear, agreed-upon rules for student behavior; (3) lack of effective interpersonal communication on the staff; and (4) lack of a clear school philosophy and an agreed-upon set of educational goals.

PROBLEM-SOLVING SEQUENCE

At about 3:00 p.m., the two faculties came together to hear a brief lecture on problem-solving. Five stages of problem-solving were discussed in some detail: (1) statement of the problem, (2) diagnosis by means of "force field analysis," (3) brainstorming to find alternative actions, (4) designing concrete plans of action, and (5) trying the plan out through simulated activities. The day ended at 3:30 p.m. with almost everyone, including the consultants, being very tired.

PROBLEM-SOLVING SEQUENCE CONTINUED

At 8:00 a.m. on Thursday a general assembly with both faculties was held to continue giving more input about problem-solving. The following sorts of ideas were presented:

Introduction to problem-solving. An organizational problem was defined as any discrepancy between an objective (goal) and a

current state of affairs. In other words, a problem corresponds to falling short of a goal. Therefore, the group must be aware of the goal that is not being reached if it is to be clear about the nature of the problem.

Example of problem-solving. Next, two consultants walked through an example of problem-solving carried out by another faculty earlier that summer. The example was written up on newsprint and posted for all to see. This example is entirely reproduced on pps. 226-228 of Schmuck, Runkel, Saturen, Martell, and Derr 1972.

Handout on problem-solving. Finally, the consultants handed out the description of the problem-solving sequence and discussed the five major stages again. This handout is incorporated into our discussion below of what actually happened as the problem-solving proceeded in each school.

PROBLEM-SOLVING IN BOTH SCHOOLS

Both faculties started to work in their problem-solving groups at 9:05 a.m. on Thursday and continued to work in these groups throughout the rest of the day. Generally, the day went at about the same rate in all groups. The following paragraphs describe the consultants' inputs to the groups about problem-solving and some participants' reactions to those inputs.

Stage One: Instructions from consultants. The first stage helps the group to become clear about the problem it will try to solve. Problem-solving groups can function together systematically in solving a problem if they view the problems from a similar viewpoint and if they take a look at the parts of the problem in steps. Avoid the pitfall of getting hung up on words! Some teachers prefer to talk of *goals* ("It's a more positive approach"); others like to use the word *issues* ("It's more neutral"). But all goals reflect implicit problems, all problems indicate issues to be considered, and all issues take their importance from the goals they involve.

(A) Describe a number of problems by being as concrete as possible. Mention actual people, places, and resources. Write the statements where everyone can see them; e.g., on a blackboard, or a sheet of newsprint, or the like. Elicit as many statements of problems as people seem willing to give.

NOTE: Avoid the pitfall of arguing about whether a problem is perfectly stated or about how to solve it—or even about whether it is possible to solve it. At this stage, try to get a lot of problems stated during discussion.

(B) Go back to each problem statement and write beside it the goal that is *not* being reached.

(C) Now see whether the group agrees that some of the statements of problems and goals include others. Reduce the number of statements to as few as possible at this step.

(D) What persons are involved in each problem? How do they relate to the problem? Write the names of the jobs or roles after each remaining statement of problems and goals.

(E) Are there nonhuman factors that are relevant to understanding the problem? Write them down also.

(F) Now, if there is more than one statement of problems and goals, see whether the group can agree to reduce the number. If more than one still remains, choose one problem and one goal to be worked on *first* through the rest of this problem-solving sequence. After the one most urgent problem is decided upon, go on to stage two.

Stage One: Example from participants. After writing several problem statements and getting others in the group to paraphrase and reflect understanding, the group is ready to state the goal that is not being reached. Here is one example of a problem statement taken from a problem solving group at Spartan. Initially, the statement written up by the consultants was: "Lack of clear expectations and communication about teacher behavior and instructional objectives." After considerable discussion, this was sharpened and changed to: "Teachers and specialists do not know and communicate openly their expectations of each other." After clarification of the problem, the ideal statement (or goal) was stated: "Teachers and specialists know and communicate openly their expectations of each other. Finally, the task of the problem-solving was stated as: "To bring about a plan whereby teachers and specialists know and communicate openly their expectations of each other."

This group also listed roles and factors that should be considered as part of the problem. These were:

- (1) Other roles to be considered: (a) administration (district office), (b) principal, (c) specialists, (d) teachers, (e) curriculum associates, (f) student teachers, and (g) parent volunteers. (2) Other factors to be considered: (a) some staff are on half time, (b) some people are supervised outside the building, (c) limited space, (d) battle for the child's time, (e) emotional makeup of teacher and student, (f) staff's busy schedule, and (g) fixed classroom schedules.

Stage Two: Instructions from consultants. Next, participants are asked to list the forces that restrain and the forces that facilitate reducing the gap between the actual and the ideal states. This problem-solving sequence pays particular attention to the restraining forces. By reducing some of the restraining forces, we create a better chance for solving the problem than by working primarily

on increasing the facilitating forces. The latter tactic often creates tensions and new restraints.

Stage Two: Example from participants. The facilitating and restraining forces listed by the groups working on the above-mentioned problem were:

- (1) *Facilitating forces:* (a) desires to reach the goal, (b) commitments to the project, (c) principal's comfort with innovation and openness, (d) many staff currently are in direct communication with one another, (e) the communication skills we are learning, and (f) using consultants in OD to help us with our group processes. (2) *Restraining forces:* (a) lack of time to communicate, (b) lack of feedback, (c) some staff are on half time, (d) too many children to one specialist, (e) some of the staff do not socially or professionally know one another, (f) history of unproductive meetings, (g) unit groups tend to form into closed teams, (h) size of staff, and (i) building structure keeps people separated.

Stage Three: Instructions from consultants. This stage is a time to be creative and have fun. Take each restraining force in turn and think up ways to reduce its strength. Use brainstorming to think of ideas for eliminating each restraint. Be silly! Be wild! Pool your wildness! Wipe away critical judgment. Don't say "no" in any way to any idea. After the brainstorming, place each idea in order of importance along side of each restraining force.

Stage Three: Example from participants. The first restraining force "lack of time to communicate" gave rise to the following brainstormed ideas: (1) Give-and-take informal sessions to hash out roles. Have thirty-minute sessions each morning next week until all specialists' roles have been discussed. (2) Role descriptions for specialists shall be written by all specialists with the exceptions of cooks and custodians. These will be distributed by September 30 to all staff. They will be placed in each staff member's policy notebook. (3) For clarifying roles, role playing may be used. Teacher and specialist will reverse roles. (4) Specialists will be included in unit meetings when appropriate. They will be notified by the Curriculum Associates. (5) Curriculum Associates should serve as communication links between specialist and teacher if needed. (6) The staff will meet again in December to review role expectations of specialists and teachers.

On the force of "history of unproductive meetings" the brainstormed ideas were prioritized in the following way: (1) Total staff will attend meetings, with cooks, custodians, and aides coming when appropriate. (2) One classroom will be designated as a meeting place to be used all year. This will be arrived at by consensus

at our first staff meeting next week. (3) Staff will employ group processes skills: (a) Meetings shall be observed by a staff member. This will be on a volunteer basis handled as an early agenda item at each meeting. (b) An observer form will be developed if needed. (c) The last ten minutes of each meeting shall be devoted to process discussion. (d) Leadership team will meet prior to meeting to determine how agenda items will be handled (e.g., buzz groups for items requiring a good deal of discussion).

Stage Four: Instructions from consultants. Once all possible solutions have been generated, the group should use critical judgment and build concrete plans for acting. In this stage, the who, what, when, and where of action should be spelled out.

Stage Four: Example from participants. The group's action plans included six subprojects for improvement in the school: (1) early morning buzz groups three times each week for the first few weeks of school on the specialist's roles; (2) a notebook of role descriptions composed by the specialists themselves after the three weeks of buzz groups, but no later than one month after school begins; (3) specialists will be invited periodically, but on a regular basis, to unit meetings; (4) a special meeting to be held in December to review role expectations between specialists and teachers; (5) faculty meetings should be attended by all personnel; (6) all meetings will include process observation and process discussion; this will be a formal matter.

Stage Five: Simulate part of action plan. The design of this workshop called for each problem-solving group to report back to its faculty about the results of its work. From 8:00 a.m. to 10:00 a.m. on the last day of the workshop, the problem-solving groups tried to finalize their action plans. Reporting back started in Spartan at 10:05 a.m. and in Palmer at 10:10 a.m.

PROBLEM-SOLVING GROUPS SHARE RESULTS

The key points that came out during the sharing session on Friday were as follows:

Spartan. The group that worked on clearing up role expectations between teachers and specialists listed six suggestions for action that were described briefly above. Two faculty members commented in response to this report, "What I really want to know now—if all of these plans will actually happen when we get back to school?" "I sure hope so," another person commented, adding, "we have to fight for these things if they're what we really want."

The group that worked on "procedures for sharing innovative ideas" had the other problem-solving groups write innovative ideas

directly on ditto masters and had them run off an hour later. The staff ended up with twelve pages of ditto sheets to take home. From these sheets, the problem-solving group was to devise a communication system for facilitating the flow of information about innovative ideas within the school.

Another group intentionally spread an untrue rumor about pressures on the school from the district office during lunch. The rumor spread to all staff members in about one hour. When the hoax was discovered, the faculty members laughed at themselves for a short period, and then discussed how rumor flow was related to their view of themselves as lacking the freedom to guide their own professional movements.

Another Spartan group asked the principal to request an additional half-time teacher to facilitate the work of the leadership team in keeping accurate communication circulating throughout the school.

Palmer. One group spent most of its time attempting to clarify the role of the principal. They presented a skit to the staff as a way of sharing the themes of their group discussion. They began by enacting the Palmer school of last year with hilarity and emphasis. They characterized the principal as being indecisive and the staff as being in a state of confusion. The second part of the skit depicted the new school in which the principal openly communicated a willingness to understand and respond to the interests of staff members.

During the debriefing period, a staff member asked if the principal would continue to veto suggestions made by the staff. He responded, "No one should worry about the veto—if a carefully formulated unit request is made, taking into consideration board policy, I would be very reluctant to dismiss it." The principal's response was met with some grimaces and frowns. It seemed as though his qualifiers of "carefully formulated" and "consider . . . board policy" were sufficiently ambiguous to maintain tension in many staff members about how the principal would act back in the school.

During the rest of the day, the principal continued to behave in ways that were confusing to some staff members and seen as "vetoes" by others. After the proposal was made by one group to have an outside OD consultant help the principal to "organize his work," the principal responded, "He (the consultant) may not have time, but if he does, it's OK with me, but I don't think it's necessary." Each positive statement was counterbalanced with a negative one. When one group proposed that all Palmer teachers

should have a master key to get into the gym, the principal responded, "The district wouldn't OK it." When another group asked if the instructional materials center could be open more often for students, he said, "Unsupervised students are not allowed in the IMC." At one point, an item came up about who should collect lunch money and a survey was called for by a teacher. The principal said, "The cooks should be in on this decision and they aren't here." The teacher said that she thought a survey of the staff present could still be taken without making a definite decision and the survey was implemented.

The group that worked on rules for student behavior had trouble in defining their goals. They tried to describe areas in the building where "problems crop up," but were not able to move along on the problem-solving. The group working on improving interpersonal relations on the staff had difficulty as well, but they did come up with many items for future work. They discussed the problems between the secretary and some students, the lack of seriousness on the staff, the presence of an "in-group clique" on the staff, the psychological separation between the primary and the 5-6 units, tactless behavior on the part of many, and a breakdown of information flow within the building.

For the most part, problem-solving for the Palmer faculty was frustrating and led to very little concrete action planning. Moreover, the principal's behavior continued to concern, frustrate, or irritate many staff members.

STRENGTH IDENTIFICATION EXERCISE

For the last activity of the workshop, each staff member was given a large sheet of newsprint and a marker. Everyone was told to reflect for a few minutes on what she or he considered to be their own strengths or special abilities and to list them on the newsprint. The participants taped their pieces of newsprint on the wall and then began writing. Next, they were told to circulate around the room and to add comments to one another's lists. Strengths of very many different types were listed from "great artist" to "sensitive teacher" to "good listener." Thus, the week's activities ended for each faculty with many staff members laughing and talking about one another in favorable ways. Many took their lists with them.

THEORETICAL PERSPECTIVE FOR OD

The following scheme—prepared by Richard Schmuck soon after the summer workshop—was aimed at helping the consultants to

launch specific plans for follow-up training at both OD schools. As the scheme was written, it called for four major aspects of consultation during the academic year with the following explanations:

1. *Supporting successful performances of the problem-solving groups.* During the August workshop, faculties were invited to list the organizational frustrations they were encountering in putting the multiunit school into operation and to commence practicing a sequence of problem-solving steps in order to reduce these frustrations. Problem-solving—as a skill—will not be successful and catch on with the staffs unless it leads to reduced frustrations and to new satisfactions on the staff. Our theory states that problem-solving should facilitate changes in organizational norms by requiring staff members to behave in new ways in the school. We need to help the problem-solving groups carry their action plans into action.

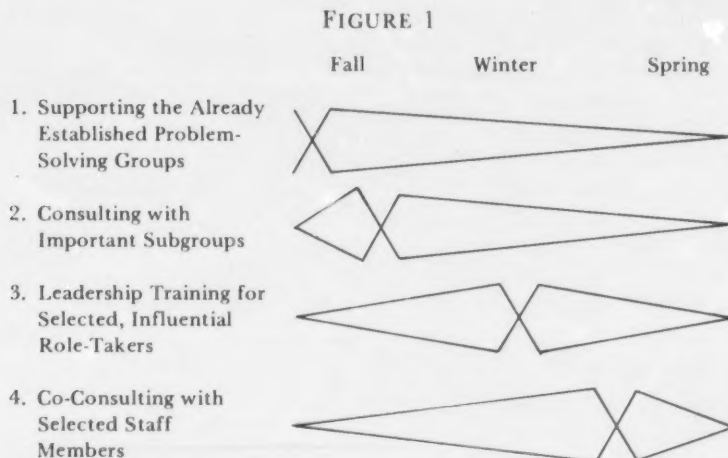
2. *Consulting with the subgroups that spend the most time together.* Our theory states that functions within the school are carried through interpersonal interactions, and that continued organizational problem-solving depends upon norms of interpersonal openness and helpfulness in the working subgroups of the school. During this phase of the consultation we will strive to strengthen the basic building blocks of the multiunit school. A refurbishing in communication skills, group agreements, leadership functions, etc., are in order for the unit teams and leadership group, especially.

3. *Special leadership training for the primary carriers of organizational self-renewal.* Our theory specifies that the culminating phase of any organizational consultation should build new functions, roles, procedures, or policies. Moreover, the new structures should become part of the basic fabric of the school. The principal, counselor, curriculum associates, and resource teachers constitute crucial roles for the success or failure of self-renewal in the multiunit school. Special training should be extended to them in such areas as: (1) the role of the effective group convener; (2) the role of process analysis during a work session; (3) differences between being the leader and performing leadership functions, etc.

4. *Collaborating with members of the staff (especially the leadership team) in arranging learning experiences in OD for rest of the staff.* Our theory states that a self-renewing organization is one that can help itself to learn and to solve problems. It also states that it is difficult for members of an organization to change it. Consequently, we should attempt to establish expectations and skills within the two staffs that support continued OD consultation—consultation that at times is initiated and carried out by fellow staff members.

During this phase we might coplan and cotrain with the leadership team to: (a) help the staff to solve problems; (b) help the staff to improve group processes in its subgroups; and (c) help the staff to improve its organizational processes across subgroups.

The suggested points of emphasis during the school year are shown in figure 1.



In chapters 4 and 5, we will describe what happened during the school year in Spartan and Palmer schools respectively. The reader should keep in mind some of the following questions about the four phases of the theoretical design.

Do faculty members remember the action plans of the problem-solving groups? What happens to the groups themselves? What happens to their plans for action? Do any of the plans get carried out without the prodding of the consultants? Do the consultants get staff members to work once again in their original problem-solving groups? Do the staffs ever place responsibility for carrying out action plans at the individual, unit, or total staff levels?

Do the unit and leadership groups remember any of the group agreements they formed? Do they have a copy of those agreements? Are the groups critical of their adherence or lack of adherence to the group agreements? Do the groups make use of communication skills, the survey, decision by consensus, process debriefings, etc.?

Do the groups use the consultants effectively in improving their social dynamics?

Do the units give feedback to the Curriculum Associates and to the principal about their leadership behavior? Does the principal receive coaching from a consultant? Do the unit and leadership groups receive special consultation? Do any other role groups receive special consultation help?

Does the consultative team work collaboratively with staff members in designing a training event? Do the consultants arrange for special consultations at the explicit request of the faculty? Does the faculty ever try to collect data on itself about its own functioning? Does the leadership team make regular use of staff members as process helpers?

In the succeeding two chapters, as we discuss the history of what actually happened, keep the overall design and these questions in mind! We know now that this macro design depends very much on the readiness of the organization that receives it. Moreover, each subsystem within the school organization may also enter OD with a different readiness protocol. Subsequent events during the 1970-71 school year at Spartan and Palmer shed light on how the OD strategy interacts with systems and subsystems of different readiness levels.

Chapter IV

Spartan Elementary School

"I got a call one morning about an intern we needed to hire for the 1-2 unit. Mr. W. of the personnel department recommended her highly. I said, 'All right, I'll take her.'

That evening I got a call from a teacher, who asked, 'How come? . . . I thought we agreed we would be involved . . . the important thing is you didn't keep to your agreement.' She continued, 'I haven't always spoken out like I should, but now I want to say exactly how I felt when I heard.'

When I got the call I had a bit of a bad time. I guess I was upset at my own damn foolishness. My old style just popped out . . . I had made a mistake. What we had agreed on, didn't happen.

The next morning I called a stand-up faculty meeting . . . I call these whenever something urgent has happened . . . They were willing to tell me I had made an error. I was eating the crow. I told them I would be willing to withdraw my request for the intern . . . They wanted me to know that they had a right to be involved . . . and that I had stepped out of line.

I had to agree. Once a pattern is set and agreed upon, I jolly well better be following it too. There should have been no exception to this.

They could have lived with my decision, but that was not their point. Their strong feelings had to do with our agreement. Later, we had the candidate come to the school for interviews.

This was the greatest lesson I learned about their commitment and my commitment to the agreements. I learned this lesson and still feel it keenly . . . "

Spartan's Principal, May 1971.

The Spartan faculty moved into differentiated staffing, the multiunit structure, and team teaching both structurally and psychologically. As the above quote indicates, the OD effort resulted not only in some major organizational changes but also in normative and attitudinal changes. We ask: how did these changes come about? what steps did the Spartan faculty take to become collaborative? how did a relatively traditional school revise its ways of doing things? In this chapter, we will attempt to answer these questions by describing what events took place at Spartan over a two-year period (1970-72).

SOCIAL CONTEXT OF THE SCHOOL

This section contains a brief overview of what Spartan school was like before the training in organization development took place. We will describe the: (1) environmental factors surrounding the school, (2) social structure of the faculty, (3) norms and procedures that characterized the school, and (4) characteristics of the principal.

ENVIRONMENTAL FACTORS

The school, on the growing edge of a middle-sized community, serves a white lower-middle-class population almost entirely. However, the social-class range of the school's client population is from working class to upper-middle class. The student population is 530, approximately 100 more than the school was designed to serve. The rapidly increasing population has been a problem, and in 1969 a portable classroom was added to the campus.

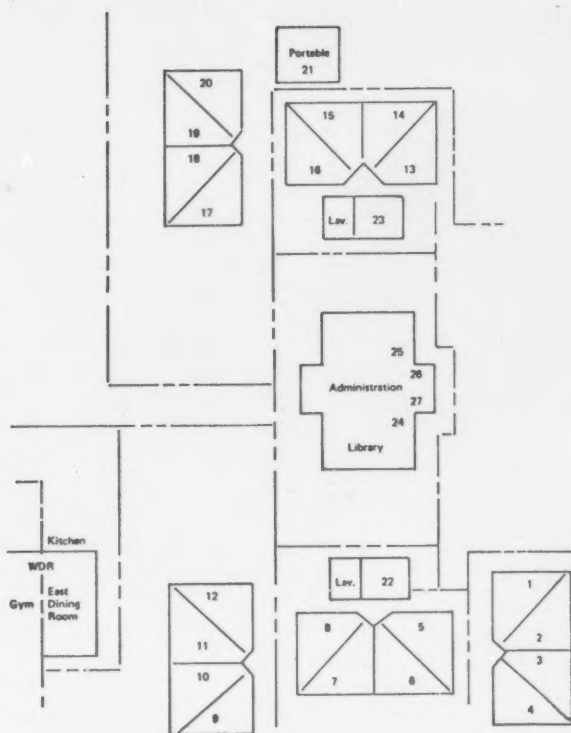
The community is politically conservative, has not supported school bond issues, and most school budgets fail to gain a majority vote. Also, the Spartan community has voted down proposals to include kindergartens in the district's schools for the past nine years.

STRUCTURE OF THE FACULTY

Although the basic organizational structure of Spartan was featured by the self-contained classroom in 1970, the physical arrangement of the school was in the form of a campus (see figure 2).

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FIGURE 2
Campus of Spartan School



In 1970, the Spartan staff consisted of twenty-two grade-level teachers, one intern supervisor, six counselors, specialists, and interns, five teacher aides and assistants, four cooks, two custodians, and a principal. Each of the twenty-two teachers was responsible for a specific classroom throughout the year. Each also was directly responsible to report to the principal on a one-to-one basis. The intern supervisor was responsible for the two interns, while the teacher aides and assistants were used primarily by the teachers for clerical work related to instruction. All other personnel reported to the principal. The principal held ultimate decision-making responsibility but used a consultative model, discussing his plans for action with staff members prior to his decisions and to implementation. The principal also functioned as the disciplinarian for the entire school.

NORMS AND PROCEDURES OF THE SCHOOL

In 1970, norms having to do with influence and collaboration were measured with questionnaires. Staff members indicated that the principal had a "great deal" of influence and that the teachers had "considerable" influence on how the school was run. They also indicated that the teachers had a "considerable amount" of influence on the principal "when it came to his activities and decisions that affect the performance of the school." In response to a question concerning "who actually plans and develops the school curriculum?", 52.9% of the responses indicated that the teachers do, while 31.2% of the responses indicated that the principal does. Thus, questionnaire data collected in 1970 indicated that the principal was perceived as having more influence on "how the school is run" than the teachers, while the teachers were perceived as having more influence on the development of curriculum than the principal.

Data on the extent of perceived collaboration indicate that only fourteen staff members were listed as persons that the respondents depended on most heavily to do their jobs effectively. The principal was named most frequently. Responses to a five-point scale to determine the extent of staff collaboration "in deciding upon the teaching methods you use," indicated that no persons chose the most collaborative method—that of sharing with others the job of deciding the teaching methods—while one-half of the teachers chose the second most collaborative method in which the final choice was left to them with "suggestions and recommendations" from others.

Several other questionnaire items gave clues about norms related to open communication. Twenty of twenty-two staff members

responded that they would not be likely to report when they felt "hurt" or "put down." At the same time, twenty persons believed that there were "some persons on the staff who seemed especially confrontive . . . willing to open topics that raise anxiety," whereas eight respondents indicated that there were not. We should point out here that in a recent analysis of data from 1970 (Saturen 1972), Spartan was ranked second in a list of twenty-nine elementary schools on "readiness to be open about disagreements."

Regarding indicators of effective meetings, the data showed that over one-third of the staff affirmed that "people don't seem to care about meetings" and that "results of the group's efforts are not worthwhile." Approximately the same proportion of staff members indicated that "decisions are left vague—as to what they are and who will carry them out—during faculty meetings."

In general, these data showed that norms in support of interdependence and collaboration did exist to some extent at Spartan school. At the same time, there was indication that these norms had considerable room to move. Over one-half of the staff cited "features of the school's functioning related to collaboration" that needed improvement. Further discussions with the Spartan staff members at that time indicated concern for the lack of common direction in the school.

CHARACTERISTICS OF THE PRINCIPAL

The Spartan principal is into his sixties, rather short, has baby blue eyes, and wears his white hair in a crew cut. He has earned the reputation of running an efficient, well-coordinated school. He is highly energetic, openly patriotic, extremely honest, very warm, and generally empathic with those with whom he works. Sometimes his control-oriented behaviors are seen as paternalistic. He has been an active professional educator for many years and has published articles on parent involvement and public relations in the schools.

The principal and his staff. Questionnaire items on the frequency with which the principal engaged in particular activities provide some data from 1970 on how the Spartan staff perceived him. The respondents rated him most favorably on: (1) treats teachers as professional workers, (2) makes a teacher's job easier because of his administrative skill, (3) displays strong interest in improving the quality of the educational program, and (4) puts you at ease when you talk to him. A majority of staff reacted slightly less favorably to: (1) takes a strong interest in my professional development, (2) has the relevant facts before making important decisions, and (3)

has constructive suggestions to offer teachers in dealing with their major problems. He was rated lowest on: (1) makes teachers' meetings a valuable educational activity, (2) gets teachers to upgrade their professional standards in their classrooms, and (3) gives teachers the feeling that their work is an important activity. In general, these data portray favorable relationships between the principal and his staff, but they also indicate areas for improvement in 1970.

The principal and the central office. The key district office administrators—the superintendent, four area coordinators, and a host of curriculum coordinators—grant considerable autonomy to the principals. The schools by and large are allowed to incorporate their own choices of curriculum and instructional approaches.

The Spartan principal was well known by the district personnel as one of the "old pros" of the district. They viewed his school as being efficiently managed and him as efficient, responsible, and sharp. Furthermore, he had a reputation for his excellence in community relations and for maintaining a favorable image in the district. He was perceived by several of the area coordinators as "getting the most from his staff." Some district office administrators saw the Spartan principal as protecting, even defending, his school. To raise a criticism seemed risky unless you went to the principal first, thus making the criticism legitimate. A cooperative yet confrontive stance seemed to prevail between the Spartan principal and the district office staff.

The principal and the community. Relationships with the community were seen as the Spartan principal's strongest points. He felt pride in seeing parents informed by school newsletters. During the 1970-71 school year, for example, over sixty-seven pages of information, announcements, and requests were sent home to the parents. The school was known by many parents as being an "open place;" the principal reminded parents constantly that they were welcome to visit the school at any time. Attendance at PTA meetings and parent-teacher conferences was high, and as many as fifty parents had worked in the school during 1970-71.

While there were no vocal antagonists to the new plans of differentiated staffing, multiunit structure, and team teaching, there also were very few outspoken supporters. On the whole, after the proposed organizational plans had been introduced at a PTA meeting, most parents maintained a "wait and see" point of view.

ENTRY AT SPARTAN

The entry process consisted of the establishment of mutual goals and procedures among the Spartan staff, the district office,

and the CASEA staff. The primary issues were: (1) clarifying the meanings of differentiated staffing, multiunit structure, and team teaching; (2) describing the modes of intervention including the training design, the exercises, and the procedures; (3) defining the role of the OD consultants; and (4) assessing the commitment of the Spartan staff to the values and ideals of consultation in organization development.

INITIAL MEETING

On February 23, 1970, Richard Schmuck and the two district coordinators met with the Spartan staff. The purposes were to clarify the project goals and the intervention strategies before firm decisions would be made on beginning the project at Spartan. Before this meeting, several staff members had indicated their interest in OD and the multiunit school to the principal.

After the principal's introduction, Schmuck described the primary purposes of this first meeting. He summarized the type of consultation that would occur, and he defined the roles of the OD consultants and the district coordinators. In a short time, he opened the meeting to questions from the staff.

Questions raised focused on: (1) the different roles CASEA consultants might play during the August workshop and the rest of the school year; (2) the sources and amounts of outside and district financial support for the project; (3) some particulars of multiunit structure, including team arrangements, functions of team leaders, training for paraprofessionals, and the amount of team teaching they should incorporate; and (4) events that would occur during the OD workshop.

The district coordinators assured the staff that they would not be prescribing any particular form of multiunit school and that they would serve as supportive facilitators. They clarified the pay arrangements for the differentiated staffing and clarified aspects of the unit leader's role. Schmuck described the OD consultation by emphasizing that the focus of intervention would be on the teams and not on individuals, that the mode of consultation would consist of exercises and procedures, and that the OD consultants would not be experts in the unitized structure or curriculum. The Spartan staff was exhorted to use its skills to design its own multiunit structure and curriculum.

Finally, Schmuck suggested that the staff might find value in discussing the ideas just presented among themselves. The visitors departed then, and the Spartan staff continued to discuss the project. As they left the meeting, CASEA members were unsure about

how to interpret the reactions of the staff. During the session, the Spartan staff had not commented very much; only questions were asked. There had been no expressions of antagonism or rejection; almost every participant seemed to have been listening. The primary questions that concerned the CASEA staff were: (1) the level of interest among the Spartan staff, (2) the principal's attitudes toward the change, (3) the accuracy of the staff's understanding of OD and multiunit, and (4) the lack of clarity on everyone's part—CASEA and Spartan—on just what would transpire if the project were launched.

DECISION TO TAKE PART IN PROJECT

During the two weeks after the initial meeting, the Spartan staff read material on OD and the multiunit school and discussed the project informally. Then the principal called a faculty meeting for making a decision about involvement.

The principal began the meeting by describing his commitment to the goals of the project, including goals of making schools more responsive to contemporary students, and the goals of encouraging teachers to work in more interdependent and collaborative arrangements. Then one staff member raised the issue of persons who might not wish to participate in the project. After some discussion, a policy was proposed whereby those who were reticent to become involved in the project were encouraged to transfer to other buildings in the district where they could teach within a self-contained classroom. It is not clear how this policy was decided upon. District-wide norms apparently made this sort of decision difficult. One staff member, for example, told us that a "loss of professional status is associated with requesting a transfer." In any case, this policy was established at Spartan, and the staff continued their discussion about entering the project. The Spartan principal reported to us and to the district coordinators that the decision to enter the project was unanimous.

Later in the year, we discovered that five staff members were opposed to entering the project but remained silent about their opposition. Even at the point of this discovery—which was in November 1970—these five were giving no outward signs of resistance to the innovative school. It is important to note that four of these staff members became members of the 3-4 unit.

SELECTION OF LEADERSHIP TEAM

The district left the selection of team leaders up to each staff. The district coordinators did, however, provide the Spartan staff

with a list of relevant criteria for the Curriculum Associate. The criteria included prior experience in a leadership position and some advanced academic work in curriculum and instruction.

At Spartan, the principal appointed a committee to screen applicants, asking the committee to narrow down the number of applicants it would recommend to one for each position. The staff then was expected to approve the decision of the committee. Applicants to the district's personnel director were referred immediately to Spartan's screening committee (this departure from hiring practices in the district was approved by the superintendent). The district coordinators also encouraged persons they thought were competent to apply to the Spartan committee. One such person later became the Curriculum Associate of the 3-4 unit.

For the 5-6 unit, the Spartan steering committee selected a competent, highly respected intern supervisor from its own staff. The committee selected a resource teacher from another school to lead the 1-2 unit; however, she also was offered a job as the district reading coordinator and took it. This left an opening. The principal selected an experienced teacher from another district with previous experience in team teaching.

SUMMARY OF THE AUGUST WORKSHOP

Chapter 3 described the August workshop in detail. Here, we offer only a brief summary to give some continuity to the history of what happened at Spartan.

The entire Spartan staff, except the cooks and custodians, attended the August OD workshop. The focus of the first two days was learning to work in teams through group exercises and skill development activities. The last three days were devoted to working through a problem-solving sequence directed at real problems that were raised earlier during the week. Five problems were chosen to focus upon.

Five groups were composed of members from each unit. Each of the CASEA OD consultants, along with one district coordinator, joined a problem-solving group to act as facilitators.

The group that worked on "professional freedom of teachers" confronted the principal with his overzealous concern for maintaining strict working hours. Their action plan called for a professional standard for working hours, and incorporated a peer monitoring system as an alternative to the principal acting as monitor.

Lack of commitment to enforcing student conduct was viewed by one of the problem-solving groups as a total staff problem,

based on the lack of overall clarity concerning school rules. Their action plan called for an ongoing, cross-unit committee to clarify school behavior standards, to write up a list of "constructively-stated" school rules, to include students in this process, to monitor disruptions that occur, and to provide suggestions for increasing consistency among staff members. Their plan also called for classroom discussions, a student poster contest, and group discussions of appropriate behavior for students at Spartan.

The problem-solving group that worked on clarifying roles reasoned that an ambiguous set of role expectations disrupted organizational effectiveness, and suggested a plan to have each role group write up its own role descriptions and to incorporate them in a school handbook.

The group working on the lack of overall school policies and objectives devised a scheme for coming up with policy statements in units which would, in turn, be referred to the leadership team for approval.

The group that discussed procedures for sharing innovation arranged a "rotating file" within units which involved listing personal strengths in curriculum areas and enumerating available materials and resources, to provide ready access to fresh ideas in the school.

After each problem-solving group had presented their action plans, the workshop ended with a strength exercise. A feeling of warmth, joy, and efficacy prevailed at the close of the workshop. A postworkshop questionnaire indicated that all of the respondents felt that OD consultation should be recommended to other staffs.

IMMEDIATE EFFECTS OF THE AUGUST WORKSHOP

The August workshop was designed to lay the groundwork for making transition into a more interdependent and collaborative school organization. The skills in communicating ideas and feelings, in reaching group agreements, in creating solutions through problem-solving, and in reaching decisions through consensus provided a social framework for the staff to begin revising their own organizational structure. But did the August workshop really help in building toward organizational change at Spartan?

During the month of September, we conducted interviews with Spartan staff members and with the teaching units (as groups) to determine the effects of the August training event. The interview questions focused on what happened to the action plans of the problem-solving groups, whether the group agreements were being followed, uses of communication skills in teams, the functioning of the leadership team, and any changes in the principal.

We will categorize the results here in terms of (1) the problem-solving groups, (2) the group agreements, (3) the principal, (4) the units, and (5) the leadership group. We will reconstruct some events that occurred under each of these during September 1970, using data from our interviews and the weekly logs kept by the Curriculum Associates.

THE PROBLEM-SOLVING GROUPS

Three of the five problem-solving groups met during the week following the workshop to continue work or to postpone their efforts. One of these, the group that dealt with role expectations, postponed getting role descriptions written and agreed upon until school was in progress. The group on "lack of professional freedom" evidenced some immediate influence on the principal. He agreed to accept its standards for professional behavior and asked merely to be informed of people's arrival and departure from the building. He would act as monitor only as a last resort. The teachers were to confront each other if liberties that seemed unprofessional were to occur. *We believe that this problem-solving group had a definite impact on the principal's changing conception of his role during the transition period.* The "student conduct" committee began to draw up its plans for future consideration.

The other two groups met for the first time several weeks after the workshop but continued to develop their action plans. The group on sharing innovations formally referred their suggestions to the Curriculum Associate for introduction and discussion within the units. The 5-6 unit was the first to agree on a file of "human and material instructional resources." The "policy" committee began to draw up its plans for future consideration but made no formal inputs to the faculty during September.

Some general comments about problem-solving from the interviews indicate that the OD workshop had had an impact on the staff's behaviors. Frequent statements, such as, "each unit is now using some part of the problem-solving sequence," "our unit is a sort of problem-solving group," "the leadership team is carrying on problem-solving," and "the 1-2 unit has established a problem-solving group on curriculum" indicated that a restructuring of staff relationships and procedures was occurring, even beyond the processes covered in the August workshop.

GROUP AGREEMENTS

All of the units met regularly during September; all had a written copy of their group agreements from the August workshop;

and almost all interviewees said that they remembered the most salient agreements that their unit had made. Each unit reviewed its agreements during the week right after the August workshop and each unit reaffirmed its commitment to the agreements. Those agreements most frequently cited as most salient were: "using the survey," "promptness and attentiveness," "using consensus for decision-making," "debriefing our meetings," and "formal discussions about how our group is functioning." The whole Spartan staff with the exception of one teacher, affirmed that "those agreements made during the August OD workshop are having some useful effects." *We believe that the group agreements reached during the workshop were having an impact on the norms of group functioning after the workshop was over.*

THE PRINCIPAL

Reactions to the question, "Have you seen any changes, this fall, in the way your principal operates?", indicated that major changes took place in the way Spartan staff members perceived their principal after the workshop. Here are some sample quotes taken from the interviews: ". . . doesn't make you feel like a rubber stamp, is open to suggestions;" "sometimes he does not understand what people say, but he always tries . . . ;" "I didn't know him before;" "hasn't dominated staff meetings, does more listening . . . not as much power;" "doesn't talk on and on at staff meetings;" "more a member of the staff socially; he's been out in rooms observing;" "I feel more free to express myself, and he is more receptive to suggestions;" ". . . used to give orders, now he doesn't;" ". . . he hasn't involved himself in the discipline committee unless asked;" and ". . . very unusual for a man his age to be that flexible."

These statements reflect obvious changes in the principal's personal style—as perceived by staff members—in the direction of receptiveness and openness, as well as changes in the structure of the principal's decision-making role in relation to the staff.

The principal's own reactions to this same question were that he was "busier now," and "was spending more time at school" than in previous years. He mentioned that starting the school year was much easier than it had been previously. Additionally, he stated that he was having some difficulty in giving up his decision-making prerogatives. At least one staff member also picked up some of his frustration by pointing out that "it is difficult for him to give up decision-making responsibilities." However, it was obvious to this person—as well as to most others—that the principal

was making a concerted effort to loosen his hold on authority, to give up making unilateral decisions, and to be more open to others' ideas and suggestions.

THE 1-2 UNIT

In the flurry of activities that occur at the start of a school year, the 1-2 unit had to work overtime just to keep up. New reading material did not arrive on time, so experienced teachers began sharing old materials with neophyte teachers. Using primarily the Ginn reading materials, the first and second year teachers discussed coordination between the two years. Also, the second year teachers had to become more knowledgeable about the "new math" that had been given to the first year students the previous year. Finally, a curriculum committee was formed within the unit to look carefully into how other curriculum areas should be organized and articulated.

The Curriculum Associate was especially busy with the following tasks: (1) developing a scheme for evaluating the effects of the "new math;" (2) convening a meeting to brainstorm alternative ways to teach the "new math" and to establish procedures for getting some new instructional approaches started; (3) locating proper reading texts for second year, lower level, readers; (4) presenting information to the 3-4 unit on what happened in reading and math in the 1-2 unit the previous year; (5) deciding on how to group youngsters for various activities; (6) establishing procedures for collecting classroom observations of teachers and supplying them with constructive feedback; and (7) arranging for the district coordinators to meet with the 1-2 teachers to discuss differentiated staffing and team teaching. Although neither of these instructional innovations had gone into effect yet, the Curriculum Associate spent considerable time and energy collaborating with the unit on curriculum planning, supervising the interns, and releasing particular teachers to plan on their own.

All unit members reported in the September interviews that increased interpersonal openness and directness had occurred within the team compared with relationships among the first and second year teachers the previous year. They reported that they were spending considerable time meeting together, working as a team, and participating openly and effectively in accomplishing their tasks. Their request for one of the district coordinators to visit them, along with several remarks on the interviews, indicated that they were still somewhat unclear on the operational meanings of differentiated staffing, multiunit structure, and team teaching.

Later, during October—and after the district coordinator had visited—several members of the 1-2 unit attempted to initiate steps in the direction of more interdependence within the unit in relation to instruction. A proposal which involved some sharing of students was considered. But one teacher expressed concern and a lack of willingness to go along with any form of teaming this soon. She believed that these young six-and-seven-year-olds had to feel more secure with school and with one teacher before any sharing should occur. Since the 1-2 unit had agreed to make decisions by “consensus,” her hesitancy to change delayed any innovative action until November. At the same time, a proposal to use large groupings of children for art and music as a means of freeing teachers to teach reading in smaller groups was also postponed. Finally, in an effort to conserve time and energy, the 1-2 teachers decided not to discuss “total school issues” during their unit meeting.

In summary, at the beginning of the school year, a great deal of the time and energy in unit 1-2 was directed at getting started and dealing with concerns that did not directly bear on differentiated staffing, multiunit structure, and team teaching. There were indications, at the same time, that changes had occurred in the social-emotional culture of the group. Members of the unit felt open and authentic with one another and were working together collaboratively and effectively. There still seemed to be confusion about the multiunit structure.

THE 3-4 UNIT

Of the three Spartan units, the 3-4 unit had most difficulty moving into the new organizational pattern. As we stated previously, four members of the 3-4 unit were reluctant to innovate from the very beginning, although they failed to speak up about it when the Spartan faculty decided to participate in the project. The opposing teachers all taught third grade youngsters, while the more influential unit members taught the fourth graders. In addition to this tension, unit members were told the previous spring that an increase in enrollment would create higher student-teacher ratios the following year at Spartan. During the August workshop, the Curriculum Associate assured the principal that the 3-4 unit would be able to handle the student increase through the reorganization and that therefore no new teachers would be needed.

The 3-4 Curriculum Associate was placed in a dilemma at the beginning of the school year. The third grade teachers were unwilling to teach in teams. The pressure grew quickly on the Curriculum Associate to attempt to get the larger class loads reduced.

The Curriculum Associate did go to the principal with a request for instructional help, straining his relationship with the principal because of the previous agreement between them that another teacher would not be needed. Further tensions were raised when the Curriculum Associate suggested that he might observe teachers of the unit to give them feedback about their teaching. Some of the staff members reacted very defensively toward the "intrusion of the CA" into their classrooms. Other reactions of unit members were to question the role of the Curriculum Associate and to emphasize that he should convince the principal about the need for another teacher in the unit.

In summary, at the start of the school year the Curriculum Associate of the 3-4 unit was in considerable tension with several members of the unit and with the principal. Unit members were split on their acceptance of differentiated staffing, multiunit structure, and team teaching. They were frustrated also over the large numbers of students within their classes and were feeling confused over the role of the Curriculum Associate. Some faculty members feared that the CA wanted to be "an evaluator" instead of "a facilitator." As stated by one person during the September interviews, "Our unit is having a bad time."

THE 5-6 UNIT

Two concerns were present in the 5-6 unit at the beginning of the school year. The Curriculum Associate talked about one of these in this way, "We are largely in self-contained groupings . . . we are the same as we have always been . . . very little change [has occurred]." She expressed her desire to attempt some moves toward team teaching, but could not get the move started. The second concern was that the 5-6 paraprofessional was viewed as being unwilling to do routine and menial tasks. Further, she was not following her schedule, showing aspirations more for teaching than for being an aide.

The 5-6 unit meetings were very efficient, and all staff members reported satisfaction with the way they were organized and run. On September 14, the agenda included twenty-two items, involving: lunchroom procedures, feedback about satisfaction and discontentment with school rules, devising a priority system for reporting to parts, ideas for the PTA meetings, actions needed on a unit newsletter, cleanup of the school groups, Spanish scheduling, math and social studies pretesting; and what to do with a batch of cocoons that were ready to hatch. In reporting the actions of a September 21 meeting, sixteen items were listed on a unit memo, along with

the actions taken on every item. They also took time to debrief their meetings.

In general, the 5-6 unit was able to dispose of important agenda items with dispatch, and the CA was pleased with the meetings but had some dissatisfaction with the paraprofessional and with getting some team teaching started.

THE LEADERSHIP TEAM

From the beginning of the year, the leadership team became involved in making important decisions as a group. They decided: the student-teacher ratios; what curriculum materials to order; the schedules of resource teachers, the librarian, and other auxiliary staff; a policy on discipline and school behavior; problems of building maintenance; and how to get a student council started. One week after the summer event, the leadership team decided that the method of consensus should be employed, with the principal deciding, if the group was unable to reach consensus.

Members of the leadership team, especially the principal, were concerned about keeping the staff informed of their actions. A memo from the principal on September 25 stated that: (1) agendas for every meeting of the leadership team will be shown to the total staff, and (2) staff members are welcome to observe meetings of the leadership team. Interview data indicated that the members of the leadership team viewed themselves as working together well. They were especially enthusiastic about the ways they used suggestions from the problem-solving groups on "overall school policy" and "commitments on student conduct" for making decisions.

In sum, they seemed to be sharing influence equally with one another, maintaining contact with the rest of the staff, and functioning efficiently as a work group.

TOTAL STAFF

Many of the Spartan staff members thought that the units were becoming highly cohesive and therefore were draining off "total faculty spirit." They thought that faculty spirit as a total Spartan group was higher the previous year. Moreover, since the auxiliary staff did not meet regularly, some of them were feeling a lack of integration with the faculty. Nevertheless, the Spartan spirit also seemed improved to many. One teacher said, "People are more visible; people are willing to give ideas out; . . . everybody looks for solutions . . . not just gripes . . . as in the past."

Of all the changes at Spartan, the principal's new style seemed to be generating the most discussion among the total staff. Some

faculty members especially appreciated the principal's handling of faculty meetings. At these events, the principal would speak briefly, and then turn the meeting over to the faculty. The meetings were well organized, taking less time than they did the previous year. Even though the principal continued to hold veto power over any decision made in the school, he never used it—as far as we know—during the 1970-71 school year.

THE CASEA CONSULTANTS

The first contact between CASEA consultants and the Spartan staff after the summer workshop occurred when they interviewed thirteen staff members between September 23 and September 25, 1970. The interviews identified four central concerns at Spartan: (1) lack of clarity about the status of the problem-solving groups; (2) lack of clarity about the goals and procedures of differentiated staffing, the multiunit structure, and team teaching; (3) lack of time for individuals to plan; and (4) lack of adequate communication among units.

In response to this information, the CASEA consultants formulated eight kinds of action they could offer Spartan. These were: (1) help them to feel some success concerning the original five problems stated in the August training; (2) provide input of information about differentiated staffing, multiunit structure, and team teaching; (3) help them to solve the problem of lack of time for individuals to plan; (4) achieve greater communication among units; (5) retrain in communication skills; (6) retrain in problem-solving skills; (7) consult with Curriculum Associates about facilitating problem-solving and convening meetings; and (8) clarify role of CASEA.

CASEA'S FOUR-PHASE DESIGN

In September, CASEA consultants formulated an overall intervention plan that set forth four major sequential phases of consultation during the school year.

Phase I consisted of supporting successful performances of the problem-solving groups that commenced during the August workshop week. The purpose was to help problem-solving groups carry their plans into action. This phase was based on the theoretical assumptions that (1) problem-solving, as a skill, will not be successful unless it leads to reduced frustrations and to new satisfaction, and (2) changes in organizational norms will occur by having staff members behave in new ways in the work-a-day school.

Phase II consisted of consulting with the subgroups that spend the most time together. The focus of this phase was to provide the unit groups and leadership group with "a refurbishing in communication skills, group agreements, leadership functions, etc." The theoretical assumptions underlying this phase were (1) functions within the school are carried out through interpersonal interactions, and (2) continued organizational problem-solving depends upon norms of interpersonal openness and helpfulness in working subgroups.

Phase III was directed at special leadership training for the primary carriers of organizational self-renewal. The key figures in this phase were the principal, counselor, curriculum associates, and the resource teachers. Special training was to be extended to them in such areas as (1) the role of effective group convener, (2) the functions of process analysis during a work session, and (3) differences between being the leader and performing leadership functions, etc. Phase III was guided by the theoretical assumption that the "culminating stage of any organizational consultation should build new functions, roles, procedures, or policies." In order to insure this outcome, those crucial roles must be specifically oriented towards self-renewal.

Phase IV, the last phase, consisted of collaborating with members of the staff, especially the leadership team, in arranging learning experiences in OD for the entire staff. This phase included "co-planning and coconsulting with the leadership team to (1) help the staff solve problems, (2) help the staff improve group processes in its subgroup, (3) help the staff improve its organizational processes across subgroups, (4) help the staff use outside consultation; and (5) give special attention to staff integration. The underlying theoretical assumptions guiding this phase were (1) a self-renewing organization is one that can help itself to learn and to solve problems, (2) it is difficult for members of an organization to change the organization from within, and (3) change is dependent upon the establishment of organizational norms, expectations, and skills that support continued organizational consultation, initiated and carried out by fellow staff members.

CONSULTATION DURING THE YEAR

During 1970-71, two significant consultative events took place with the entire Spartan staff: One was split between two days, occurring October 1 and October 8; the second took place on April 17, 1971. Additionally, the CASEA consultants provided extensive process consultation for Spartan's units and leadership

group throughout the year. The following description is arranged chronologically; the reported events are taken from observations, questionnaires, formal memos, and interviews with Spartan staff members.

OCTOBER 1 AND 8 ALL-SCHOOL WORKSHOP

On October 1, the CASEA consultants met with the entire Spartan faculty to take action on: (1) the uncertainty about the status of the problem-solving groups; (2) the clarification of goals and procedures of differentiated staffing, multiunit structure, and team teaching; and (3) the lack of time for individual and team planning. CASEA goals for October 1 included: (1) clarifying the present status of action plans on each of the original five problems from August workshop, (2) providing feedback to the staff from the interviews, (3) assigning problem statements to units, and (4) presenting the goals of the October 8 intervention.

The October 1 meeting went as follows: At 3:00 p.m., a CASEA consultant reviewed the agenda for the afternoon. For several minutes, another CASEA consultant explained the overall four-phase sequential design for consultation during the year. Also, he described the sort of help the units and leadership team would be receiving as process consultation. Then, one of the district coordinators clarified the role that he would be playing during the year.

At 3:20 the problem-solving groups from the August workshop were reconvened to review the current status of the problem, to agree on action that remained to be taken, and to appoint a representative to summarize the group's discussion. After each representative reported the status of the problem, a CASEA consultant shared three "high priority areas" of concern from the individual staff member's interviews: lack of (1) clearly defined goals for the unitized structure, (2) communication across units, and (3) time to plan. Buzz groups were formed to generate new problems and then to rank order them. At 4:10 one of the consultants combined the lists into one total staff list. By 4:20, each unit had chosen a problem or two to work on. Finally, a CASEA consultant announced the goals for October 8 and this meeting ended at 4:30 p.m.

October 8 Workshop. The session was scheduled to last from 1:30 to 5:30 p.m. The consultants began by describing the day's goals: (1) review the steps in the problem-solving sequences, (2) review communication skills, and (3) commence problem-solving on "lack of vision of what 'unitized structure' would look like at

Spartan in April 1972." The consultants had prepared sheets of newsprint containing this problem statement, and the beginnings of facilitating and restraining forces acting on the problem.

The facilitating forces listed were: (1) the staff has a desire to clarify differentiated staffing, the multiunit structure, and team teaching (all abbreviated as "unitized structure"); (2) resources now exist that can help to clarify unitized structure; and (3) a flexible physical plant exists at Spartan. The restraining forces listed were: (1) tendency to view unitized structure as something to add to our existing ways of operation, (2) tendency to see meetings as necessarily unproductive, and (3) lack of information about the unitized structure.

After directions from the consultants to "stay in phase" and to "use communication skills" during the problem-solving, the staff formed into units. Each unit had its own consultant. After a brief summary of the skills by each consultant, the groups were asked to describe "helpful behaviors of members of our group," and "behaviors now missing in our group that would be helpful to us." After a behavior was described, someone else would paraphrase it. A consultant convened the total group at 2:30 p.m. and introduced "Lion Hunt," a gamelike activity to "loosen-up" the staff and prepare them for brainstorming.

Each team then went to their regular meeting place in the building, and brainstormed lists of ideas on these topics: (1) What ways of doing things can we drop or periodically change? (2) What can we do with meetings that will give real help to our work? and (3) How can we get information to all of us about how the unitized structure has been operationalized elsewhere? By the end of the day, each unit was to have planned some "dramatic" way to present to the rest of the staff "an ideal picture of how we might instruct as a unit" by April 1972. The presentations were to occur the following week.

By 4:15 p.m., the unit teams stopped their planning, and the leadership team met to:

- (1) Clarify the responsibility of the leadership team and the Spartan staff.
 - a. Review district coordinators' roles. (We can't design your school!)
 - b. Address the time commitment problem. (We have "X" youngsters with "V" resources, how do we build the best program?)
 - c. Discuss the role of principal and Curriculum Associates as group conveners.

- (2) Use district resources.
 - a. District coordinators.
 - b. Visit other schools (Palmer).
- (3) Set up a time for sharing the fantasies designed earlier today.

The CASEA consultants met on October 13, 1970, to pool their perceptions of Spartan. The memo of that meeting reads as follows:

1. We pooled our perceptions of the school climate and the October 8 intervention:
 - a. *Principal*. His leadership is paternalistic. He feels he holds a veto power and must scold teachers to motivate them to move toward the unitized structure. His attitude may be a key to the problems of unwillingness to experiment and take risks.
 - b. *Curriculum Associates*. As a group, they tend to be cautious. The 1-2 CA exerts influence at points at which the team wants direction, but ignores process. The 5-6 CA synthesizes contributions of others, but doesn't press for her own ideas. The 3-4 CA is more aggressive than the others in asserting his own ideas.
 - c. *1-2 Unit*. The team worked hard on fantasy action plans and said it was the first chance they had had to discuss unitized structure in detail. They asked the district coordinator to discuss alternative unitized possibilities at a unit meeting. They have tried grouping of students for reading.
 - d. *3-4 Unit*. The unit seems split along grade lines, with the fourth grade teachers more ready to move to unitized structure. Feelings are informally expressed following meetings, but not in meetings as process.
 - e. *5-6 Unit*. Although a majority seems to want to progress, it allows a minority to hold it back. It gave much resistance to the fantasy planning. The team does not take risks, is discouraged and doesn't see the payoff in unitized structure.
 - f. *Auxiliary*. Two of the five members present did not attend the August workshop. The team designed a fantasy plan which emphasized ways in which the unit can be of assistance to teachers.
 - g. *Total Staff*. The commonly expressed concern about "lack of time" often reveals a feeling that meetings are not productive. The staff seems to fear change, attributing resistance to "a conservative community and expected complaints by parents."
2. We identified three major problems at the school:
 - a. The principal's leadership is paternalistic.
 - b. Units have difficulties with interpersonal relations.
 - c. The staff resists making new departures, in part due to seeing threats that may be chimeras.

3. We brainstormed actions to deal with these problems. Suggestions included:
- a. *Principal's leadership is paternalistic.*
 - (1) Help leadership group to cope with him.
 - (2) Give him materials on differentiated staffing.
 - (3) Follow him around for two days and collect data; give him feedback.
 - (4) Have the staff describe unhelpful behaviors to him.
 - (5) Put him in a teaching team for a while.
 - b. *Units are experiencing interpersonal relations difficulties.*
 - (1) Hold the next intervention away from the school.
 - (2) Have a CASEA "processer" at team meetings.
 - (3) Have each team member make a nonverbal representation of the team.
 - (4) Take a team on a trip.
 - (5) Ask each staff member to construct an ideal team for him.
 - (6) Help conservatives clarify their ideas.
 - (7) Have role reversal within teams.
 - (8) Give CAs special training to work with interpersonal problems.
 - c. *The staff resists making new departures, in part due to seeing threats that may be chimeras.*
 - (1) Give them a definite deadline for implementing unitized structure.
 - (2) Transfer resistant teachers.
 - (3) Confront teams with our perceptions of resistance.
 - (4) Work on decision-making procedures.
 - (5) Appoint a committee of innovative teachers.
 - (6) Role-play extreme stands of resistance.
 - (7) Involve the school leadership group in the next intervention.
 - (8) Discuss "idea-stopping" phrases.
 - (9) Create a list of "idea-propelling" behaviors and phrases.
 - (10) Hug an innovator.
 - (11) Explore staff fragility "you can do it!"
 - (12) Explore resistance of the principal.
 - (13) Produce a play, "The Day Spartan Ended" or "The Day Spartan Began."
 - (14) Hold a CASEA brainstorming session in front of the staff.
 - (15) Help conservatives clarify their ideas.
 - (16) Assure the team of central office support.
4. We decided not to schedule an intervention at this time. We will individually try to formulate more concrete action plans based on the above suggestions and discuss them at our next meeting on October 27, 1970.

THE 1-2 UNIT

On October 13, the district coordinator visited the 1-2 unit to finish up the discussion on what Spartan would look like in 1972. During this session, unit members completed brainstorming on ways of doing things that might be changed, and on ways of getting information about unitized structure. They also decided on two action plans for moving toward unitized structure.

The two plans involved: (1) a design for teaching arithmetic, in which a teacher would prepare a lesson on a topic and spend one week at a time with one of four groups of second graders. At the end of each week, the teacher would rotate to a different student group; and (2) combine two classes for reading. One of the classrooms would be used as a quiet study room, while activities calling for talking and movement would be encouraged in the other room. Students would be given the equivalent of a week's work in an instructional folder. They would be told that they were free to choose what they wanted to do first, second, etc., but that they were to have all tasks done by a certain day. Each day, while this was going on and being tested, the teachers were to engage the students in discussions about the innovation.

Later, the teachers reported that both plans were "working fairly well." The second plan was being tested very carefully. Some favorable results enumerated were: (1) there were very few discipline problems, (2) the students enjoyed it, (3) students in the top reading group finished quickly and did other things, and (4) some students worked very well independently. However, there were a few obvious negative outcomes. For instance, the slower readers never finished their tasks and some students played all week, never being able to complete the task even after working hard on the last day. Most 1-2 teachers thought that these results demonstrated that the unitized structure required more time for planning than was available to them at this point. Perhaps with more planning, students could be helped to work more effectively within the unitized structure.

By the end of October, members of the 1-2 team were split over whether to continue new ways to become a unitized school. A majority of the team, including all second grade teachers and most of the first grade teachers, agreed to continue some forms of team teaching. The team decided to invite the principal to a meeting on November 4 to get his ideas about how they might proceed and to get his reactions to a proposal to remove one wall separating two classrooms.

The November 4 meeting started right after school. The principal was present; the agenda was posted on newsprint; and all were seated in a U formation looking in the direction of the agenda.

The first item discussed was that of removing the wall. The principal expressed some possible embarrassments in the future if the larger space was not used, and recommended visits to a neighboring "open school" to observe how they were (and were not) capitalizing on open space. The team accepted his proposal quickly and moved on.

The next agenda item was: "What steps should we take toward the unitized school?" Almost immediately, several topics and proposals were generated without a sequence or order to them. Unit members commented on the confusion themselves, and decided to form into buzz groups to generate specific alternative steps. Although there was variability of opinion, a CASEA observer reported "there did not seem to be polarization," and "the buzz groups were very effective."

After returning to the total group and sharing their ideas, two major action plans were chosen: (1) pool all the students into PE or music classes during two periods over four days of the week to provide planning time; and (2) teachers should begin to assess each student's readiness for shifting from a self-contained classroom, and raise the topic later to specifically plan a unitized block of time. The team set the Tuesday before Thanksgiving to begin designing a unitized block that would commence after Christmas.

CASEA MEMORANDUM OF DECEMBER, 1970

One result of the November 4 meeting was a request for a one day visit to Palmer Elementary School, to observe the steps they were taking toward becoming a unitized school. The visit had a considerable impact on the staff and precipitated action toward a unitized structure. The following memo describes the ramifications of the Palmer visit. In reading it, one can see that the use of some of the OD skills had by this time become an integral part of the process at Spartan. One also can sense a concern that the individuals' preferences and interests are given expression throughout the process. There is a feeling of collaboration and compromise and a mutual pooling of resources to solve mutual problems.

Two members of the 1-2 unit visited Palmer School on November 30, 1970 and returned very excited about their reading program. Others in the school became interested in learning about it too. This

type of reading program was discussed at a unit meeting. It was thought that this type of program would improve the reading in the low grades and would also bring the unit closer together. A survey was taken to see if everyone in the unit was willing to participate in planning and operating this program. Everyone was eager to begin.

The entire unit worked out a schedule of classes which half the children would attend for forty minutes while half the class had reading with their classroom teacher. After a schedule had been worked out the unit broke into four subgroups to plan a scope and sequence for each class (art, PE, questioning strategy, guidance, reading games). Each teacher joined the subgroup in which she was most interested or felt she could contribute the most. We also listed some of the problems we would have to face. They were: (1) extra personnel would be needed; (2) would the children be able to move? (3) we would have to switch gym periods with the 3-4 unit; (4) music schedule would have to be changed because it conflicted with the new gym schedule; and (5) auxiliary personnel would have to be willing to participate in the program.

At the next meeting, we attempted to solve some of these problems. The 3-4 unit was contacted and they agreed to change gym times if we could change the music schedule. The principal—through the leadership team—scheduled ways in which needed art and ditto work would be completed for the 1-2 unit.

To find the extra rooms we needed, we listed all possible choices and decided to have a first-and-second grade teacher move to the rooms next door, sharing the room with the teachers there. Because of the lower class numbers this was possible. This left two classrooms free to hold Art, reading games and two other groups. This also answered the question of whether children can move to other parts of the school. The classes they would move to will be right next door, and it was felt that the children could handle this.

To find the extra personnel, parents were contacted and enough volunteered to cover the classes. The classes would be on questioning strategies, group counseling, reading games, art, and PE. The principal agreed to take part in the PE program.

A meeting for everyone involved in the program was held on Friday (workday) at 10:00 a.m. The entire program was explained and the group was then divided into subgroups to discuss different subjects each would cover.

In essence, this new 1-2 program, which came to be known as the *back-to-back reading program*, allowed each teacher to focus on reading with one half of the class, while the other half was engaged in another, interesting activity with a large group. The program made use of the previously untapped resources of teachers, parents, auxiliary staff, and the principal. An article describing this program, complete with a picture of the principal teaching PE to six and seven year olds, appeared in the local newspaper.

From January to April, 1971, two issues continued to get in the way of full collaboration and cohesiveness in the 1-2 unit. These were: (1) differing philosophies regarding the management of children, and (2) a lack of communication within the unit.

The problem of differing philosophies about children centered around two issues: (1) movement of students from one teacher to another, and (2) type of discipline (degree of teacher supervision) during noon recess. The split occurred along grade-level lines. The first grade teachers argued that younger children had a greater need than the older youngsters for a "stable relationship" with one specific teacher and were therefore opposed generally to sharing children among different teachers. The second grade teachers did not agree.

The first grade teachers also thought that the children should be closely supervised and that infractions of school rules should be immediately stopped. The second grade teachers felt that the children should be left on their own to a greater degree. When the playground discipline did get out of hand, however, the 1-2 teachers came together to manage their conflict by deciding on a so-called "detention room play." This room was supervised by two teachers each recess on a rotational basis.

The issue about communication was that unit members were willing to describe their feelings to members of their own grade level, but not to members of the other grade level. This split was facilitated by the physical arrangement of the building that placed the two halves with very different locations.

The lack of communication is portrayed in the following account by a CASEA consultant of a 1-2 unit meeting held on April 28:

The meeting began with a discussion of playground rules, despite the consultant's attempts to get them to discuss the issue in terms of talking about one another. One teacher had brought in a proposal for change in time schedule for the playground usage by the unit. While presenting this proposal, she added that she would be willing to put off the decision until next year since they had so many other things to do this year. The group had almost accepted this at face value when a consultant asked if the group skipped over this issue because of some anticipated conflict. The presenter agreed that she thought this was the case. The consultant suggested each person express his or her own view in the form of what good things and bad things would happen were the plan adopted as written. Some persons were unable to put the discussion in terms so personal as what might happen to "me" if this plan were adopted. The paraprofessional had difficulty doing this, and when the facilitating teacher

tried to help her say more specifically what she meant, the paraprofessional signaled that she did not want to talk about this matter and wanted the next person to do so. Then the consultant made a very important decision. He decided to ask the paraprofessional to go ahead with her description. He did this by asking her if she were hurting at this moment. She burst forth in tears, saying the group did not talk about the things that needed to be talked about, indicating that the grade levels talked among themselves but not with each other. As the consultant helped to comfort her, she expressed her feelings of having been ignored by the group during the year. A discussion ensued and at the end she said she felt better now that she felt others were hearing what she had been trying to tell them for months. The team members were not aware that she had these feelings.

The consultant wrapped up the picture of the group, after working together as a unit for most of the school year with these statements:

"As usual the group had been most efficient and effective in dealing with the tasks. Also, as usual, they had been very effective in ruling out any explicit coping with emotions of the group. It was obvious to all that there had been some strong feelings, but the only skill in the group for dealing with them was to pretend that they weren't there.

... the stress is severe enough so that some of them will transfer to other jobs. I do think that the unit could respond very well to an intervention by an outsider that would teach them to work with their emotions as part of reality ...

I do not think that this group will ever become a unit in the Wisconsin sense without some outside help ..."

In summary, the 1-2 unit tried out a variety of forms for collaborating and sharing students during the year. They developed procedures for grouping, modes of teaming, methods for rotating different curricula, and designs for granting student's choices among tasks. They observed and adapted the "back-to-back reading program" from Palmer School. (This program eventually was adopted by the entire school before the end of the 1971-72 academic year.) But, as we have reported, they definitely were not without their difficulties during the 1970-71 year.

THE 3-4 UNIT

As we stated previously, there was considerable tension in the 3-4 unit right from the beginning of the project. The Curriculum Associate had made a decision unilaterally that an increase in students would be effectively managed by a team-teaching

arrangement, but by mid-September there was a great deal of dissatisfaction in the unit with "unreasonably large classes." The Curriculum Associate's function of observing teaching was making some staff members fearful and defensive; there were many thinking of him as an "evaluator" rather than as a "helper." Furthermore, the third and fourth grade teachers were divided in their desire to move toward the multiunit structure and team teaching. This division of opinion was accompanied by a lack of openness during unit meetings, and, like other units, there was a lack of a clear conception among the 3-4 faculty of what "unitized structure" would look like.

Interaction among 3-4 unit members during a November 4 meeting indicates the quality of the tensions within the unit. A discussion took place about the Curriculum Associate's role in observing teachers. It began with the CA asking, "When may I come to observe?" Several of the staff members reacted negatively immediately, pointing out that the CA had already assumed by his statement that he would indeed be coming to observe. They said that they would rather raise the question again whether his observing would be helpful. These reactions reflected a more general conception that the CA tended to "push his views and suggestions on the group." Unit members reached a decision—after much discussion—that each individual team member should have the option of asking or not asking the CA to observe his or her classroom in action.

Another issue that was evident during the meeting was the polarization between grade levels. The intergroup conflict came out during a discussion about class scheduling. When a fourth grade teacher asked for feedback concerning the schedule, a third grade teacher replied, "I'm happy with my schedule." A CASEA observer thought that the underlying issue was a struggle between group goals and individual satisfactions. The fourth grade teachers seemed to be saying, "The good of the unit is more important than the good of the individual teacher," while the third grade teachers were insisting on individual satisfactions. The observer added that he imagined this conflict was partly due to the fact that the teachers in "neither grade level seemed clear on the meaning of unitized structure."

Other observations of the November 4 meeting indicated deficiencies in clear communications between members of the unit. The only communication skill used during the meeting was paraphrasing; thus, feelings were not being described directly, feedback was not being given, and a survey never was taken. Moreover,

participation was concentrated among a very small number of unit members. Decisions did not seem to result; varied opinions were given but never clarified; and consensus was never used or mentioned. Interpersonal conflicts, frustrations, and anxieties seemed powerful, but were not dealt with directly. Unit members expressed their feelings only after the meeting was over, and then in informal clusters.

On November 13, one of the district coordinators visited the Curriculum Associate of the 3-4 unit to see if he might be helpful to the unit. The coordinator suggested that a special meeting should be designed for dealing with clarification of the CA role. The CA said that he would feel uncomfortable about the 3-4 unit being singled out for such problem-solving, especially because it might lead to increased tension between the third and fourth grade teachers. The CA further stated that he had not been taking any active stance regarding the split, hoping that they would work it out by themselves. He also thought that since progress was being made toward the unitized structure that it was time to "mend fences" rather than "create more tension." However, he did ask the coordinator if this "is a cop-out?" The coordinator responded that he didn't know if it was or not.

As an alternative, the district coordinator suggested that his help might concentrate on coaching the CA in convening skills, leadership skills, and decision-making skills. The CA thought that this suggestion was good; he also expressed interest in becoming involved with CASEA consultants in planning the next interventions. He especially wanted to participate in an intervention to help clarify the unitized structure to the staff.

The next week, a planning session for an intervention on December 2 was held at CASEA with two CASEA consultants, the district coordinator, and the 3-4 CA from Spartan. Their goals for the forthcoming intervention centered on gathering data from the 3-4 unit concerning the staff members' motivation to move toward the unitized structure, and the particular style of unitization they'd like to adopt. They worked out a program design in about three hours.

The December 2 intervention. The district coordinator convened the meeting by presenting a diagram with two criteria that characterize a multiunit structure: (1) team teaching (in contrast to self-contained teaching), and (2) hierarchical role differentiation (in contrast to low role differentiation). He used these criteria as a basis for the staff members taking a self-appraisal on where they stood in relation to the unitized structure.

The typical reaction of most 3-4 staff members during the succeeding discussion was one of politeness; little enthusiasm was shown. When the CA pushed the unit members to make a consensual decision about moving toward more teaming, he got polite verbal responses and nods of several heads. However, a CASEA observer noted that there were several nonverbal gestures, indicating discomfort with the CA's request. The CA's suggestion of a meeting with CASEA consultants on the succeeding week was met with low enthusiasm; one teacher expressed resentment about an evening meeting, but a decision was reached to meet again on December 10.

The December 10 intervention. The meeting was designed to run from 7:00-9:00 p.m.; actually it lasted until 11:00 p.m. At the start of the meeting, one of the CASEA consultants gave some feedback to the unit members. He told them that: (1) they have a rich array of competencies and skills; (2) they were expected to be more collaborative than they are; (3) they were not maintaining their group agreement about being direct; and (4) they use up a great deal of valuable energy in conflict with one another. The rest of the meeting was designed to encourage each member to express what he or she thought to be the "helpful" and "unhelpful" behaviors of others in dyads and to the entire unit eventually. This was to have been completed by 9:00 p.m.

At 9:00 p.m., the question, "Who wants to team with whom?" was raised. The group was surveyed and a plan was settled on. The plan allowed for teaming in differing amounts and was accompanied by agreements to maintain open lines of communication.

A report of the intervention indicated that there was some overt conflict expressed between the CA and one of the teachers. The CASEA consultants did not focus on this conflict during the meeting; however, the CA later reported that this session caused him "considerable strain and pain." The teacher had commented that the 3-4 unit always had to go outside of itself for help. The CA, for instance, had visited a different school to observe reading instruction which the unit later adopted. By implication, the CA believed that the teacher was saying that he was not doing his "job of getting ideas, resources, and solutions from the team." A CASEA observer did not think that the teacher's communication was a "put-down" of the CA; nevertheless, the CA seemed to think the teacher was criticizing him.

Later, it became apparent that the CA also felt angry with what he perceived as a lack of support from the CASEA consultants. When a suggestion was made by a teacher that the CA disagreed

with, one of the CASEA consultants paraphrased and clarified it. The CA thought that the CASEA consultant should have taken issue with the teacher, rather than paraphrasing and clarifying. Into January, the conflict between the teacher and the CA continued to smolder, and the CA harbored some resentment toward the district coordinator and one of the CASEA consultants.

January 18. The meeting held on January 18 involved only the CA and the outside consultants. It seemed to bring about a significant change for the 3-4 unit. The meeting was called because: (1) the CASEA consultants and the district coordinator wanted to discuss the tension they felt between the CA and themselves as a result of the December 10 intervention; (2) the consultants wanted to clarify the CA's and their own goals in regard to differentiated staffing, the multiunit school, and team teaching; and (3) the consultants were concerned that the CA might be expecting more of himself than they did, and they wanted to clarify this discrepancy in perception.

The Curriculum Associate started by describing his two primary concerns: (1) that the district coordinator—by defining unitized structure narrowly—had cut off the possibility that the 3-4 unit might develop some other, creative idea of unitization; and (2) that the CASEA consultants—in their paraphrasing—were often missing what staff members were really saying. The CA believed that what he felt was related to events he had described before but that the outside consultants had not heard him.

After the CA finished, the consultants generated some suggestions to help the CA in his unit leader role. They pointed out that the CA cannot force or coerce unit members to adopt the unitized structure. Instead, they pointed out that the CA should recognize the team's successful efforts at teaming to date, and provide them with verbal and material support to push on. They also reinforced the CA's own statement in support of finding a creative, unitized design for the 3-4 unit at Spartan. They suggested that the CA could continue to view his unit as an intact work group, but might also consider it as two or more subgroups. The consultants assured him that they felt he had done all he could to encourage team members to move toward the unitized structure; the rest of the move was really up to them.

To round out what happened during the year in the 3-4 unit, all four of the teachers who were not originally in favor of team teaching adopted some form of cooperative teaching before the year had ended. After considerable problem-solving, the issue of large class loads was handled with help from paraprofessionals.

FIGURE 3



A word of appreciation is in order for the help you have given and the patience you have demonstrated as we have worked together. I felt you gave me both a "nudge" and a vote of confidence as several voiced the directive that I make more "routine business" decisions. In reflecting on this, I must confess to being a slow-learner because a similar statement was made at our October 11 meeting. I now hear you and will modify my behavior accordingly.

Keep going, team! You're great!

The 5-6 Curriculum Associate

The CA had learned to confront the consultants, and to behave openly and directly with his team. The 3-4 unit ended the year by making a consensual decision to begin the next school year with all of the classrooms containing a combination of third and fourth graders. For the CA, this decision was the turning point in the team's movement toward unitization. As he stated it, "as long as the classrooms are combined, team teaching has a chance. That structure forces us to communicate, to coplan, and to teach together."

THE 5-6 UNIT

This group had an unusual competence for accomplishing cooperative tasks. Their Curriculum Associate was very skillful in building agendas and in convening team meetings. An example of the group's achievement took place at their September 14 meeting. Actions were finally taken on twenty-two items and only a few of these items were routine or trivial.

The CA took care to bolster the morale of her group. She also seemed to have earned the confidence of her unit members, the principal, and the auxiliary staff. The comical memo in figure 3 conveys the sort of relationship she had with her team mates.

Another of her memos—this one about meetings—conveys her sense of organization:

Let's Be—Gin (on time)
 Be—Brief (have ideas ready)
 De—Brief (important to group processes)
 5-6 Curriculum Associate
 October 1970

But effective meetings did not serve to ward off all organizational difficulties for the 5-6 unit. In October, unit members argued about the role of their paraprofessional (who was not present at the August workshop). One-half of the team supported what the paraprofessional was doing; the other half was opposed. The conflict centered on the amount of responsibility that the paraprofessional should have for actual teaching. Some team members believed the paraprofessional should teach; others did not. The ones that did not were angry when the paraprofessional refused to carry out routine tasks. The CA was also concerned because often she ended up doing the menial tasks of the paraprofessional.

Throughout the fall, the 5-6 unit tried a variety of schemes to change the situation. They published a time schedule of expected duties, confronted her when she was not carrying out her tasks,

and had a special debriefing session once per week in the unit on the role of the paraprofessional. When these attempts did not work, the CA took the problem to the leadership group. The leadership team spent several hours discussing possible actions. After gathering information and having the principal interview the paraprofessional, the leadership team decided to ask her for her resignation.

One strong feature of the 5-6 unit was their involvement of parents. The parents spent considerable energy in helping out both directly and indirectly in the school. On September 30, the unit sent a memo to all parents to assess their interest in becoming volunteer aides. The memo asked them to identify the skills that they might use in the school. Some items—given as examples—were “observing . . . working one-to-one with a student . . . teaching a specialty . . . using handicraft skills . . . typing . . . and leading small group discussions.” The CA coordinated and helped to train the parent volunteers. During the 1970-71 academic year, over fifty parents worked at Spartan as volunteer aides—twenty-eight of them worked actively in the 5-6 unit.

Every one of the 5-6 teachers—soon after the August workshop—identified their curriculum strengths and became “curriculum coordinators” of a particular specialty, including language arts, math, science, Spanish, art, library, social studies, etc. On October 15, each of the 5-6 “curriculum coordinators” made a brief presentation about his or her specialty at a “parent dessert.” During this same meeting, team members devised a scheme for getting parents to help set goals for the unit. The design to facilitate parent involvement was as follows:

October 15—parent dessert. (1) A welcome from the Curriculum Associate, (2) Presentations by the curriculum coordinators, (3) A message from the principal on “Spartan School in 1970-71,” (4) Problem-solving by “getting parents into the act”—“What do you want Spartan to do for your children?” (A) Brainstorm—quickly list all ideas, even the far-out ones; (B) Buzz groups—rank order each list, arrive at consensus within your group on the most important items, list all things which would help achieve the selected item, list all the obstacles to achieving the item, and suggest ways to overcome each obstacle; (C) Total group sharing of all items identified by the group as being most important, (5) Dessert, and (6) All rooms open for parent visitation.

In late November, CASEA consultants asked staff members to give them a “state of the unit message.” Here are some excerpts from the response of the 5-6 unit:

Here are three aspects of our situation as we see it:

Communication—Within our unit, we have achieved a level of proficiency in the use of communication skills which permits us to operate efficiently most of the time. We have learned how to listen to and how to trust one another. Not that we have "arrived" but that we are "pressing toward the mark . . ."

Mechanics—We have learned to work cooperatively in resolving mechanical kinds of problems. Evidence of this is found in (1) cross-grade-level grouping for each unit of instruction in math, (2) "built-in" mutual planning time for teachers at grade-level, (3) development of cross-grade-level mini-courses.

Teachers and Students—We have utilized teacher strengths in a limited way and are only beginning to innovate with curriculum. Teachers are deriving minimum satisfactions from teacher-student experiences. Students are "turned off" with much that happens at school. Yet the overall 5-6 "picture" is a hundred times brighter than the one that existed at 5-6 a year ago.

We need to formulate a statement which answers the question: What kind of environment is best for students? How can we provide such an environment with the resources at our disposal? (We need many more teaching assistants.) Once this is agreed upon we need to build a time sequence into an action plan and go to work to achieve this. "Life is hard by the yard, but a cinch by the inch."

Two individuals' responses were as follows:

I have mixed feelings about our unit's programs to date. I was apprehensive as the year began and felt terribly pressured to "do something different," for the sake of doing something, regardless of whether that would actually help students in any way. I also sense a strained sort of relationship within the staff. We seem to be too concerned and protective of our own unit instead. I also feel rather unsatisfied with what CASEA has done for us since our first week of communication skills training. I would appreciate more direction and advice from them and more feedback from the data they collect.

There are also things I've been very satisfied with in our unit. I think we communicate with each other quite honestly and directly. I've had a feeling others have been personally concerned with my feelings and apprehensions. I also feel we've made some changes and begun some new things that are beneficial for our students, i.e., our new math and mini-courses. To me, students appear happier and more responsible than last year. We have much more to accomplish, but I really feel good about our relationship with the students in our unit.

And a second member of the 5-6 unit wrote:

We have met some of our goals, notably those having to do with prompt meetings/decision execution/and feedback.

More important, we have been too involved in short-sighted, personal goals to concentrate on those of any magnitude. This is changing recently (mini-courses, and my own experimental program with students responsible for their own time). But the day-by-day rush is too time consuming—the instinct for security and self-preparation too pervasive—for me, personally, to feel free to innovate drastically. I am at, or on my way to, school for thirteen hours every day—and there isn't time to do the simple preparation that seems always to need to be done.

I am proud of our unit, in spite of our failings. We are probably the most innovative, risk-taking group at Spartan. But with our kids, we should be.

The 5-6 team created a variety of new forms for providing instruction—the most central being the “mini-course.” The 5-6 staff members began discussing these in October, and designed them throughout November and December. The first indications that the entire unit was implementing them came in January 1971. They set aside 1:30-2:30 daily for mini-courses. Three pages of possible options were printed up, and the students first selected their preferences in January, and again from a slightly different batch in February, March, and April. These were all evaluated, and notes sent to the parents to keep them informed of students' accomplishments as well as the purposes of the mini-courses. Items such as Rocketry, stitchery, advanced poetry, first-aid, photography, foods, cartooning, and journalism (they completed an impressive newsletter) were on the list.

In January, the CASEA consultants received a request from members of the 5-6 unit to help them “dream a bit about the future.” Unit members expressed an interest in becoming more creative in their suggestions for instructional innovation and wanted to find some new and unique ways of teaming. Two CASEA consultants planned an evening event for February 15. The event was held at a local restaurant, was informal, stimulating, and fun. The CA referred to it as “good therapy for all of us.”

On February 23, a CASEA consultant served as a process consultant at a 5-6 unit meeting. His recommendation that the role of convener should be rotated by the group was accepted and put into operation at that meeting. Rotating the convener role continued as a procedure throughout the rest of the school year.

Toward the first of March, a second parent seminar was scheduled. The events included listing their “favorable” and “not so favorable” perceptions of the school and the units. The 5-6 teachers—because of their innovative mini-courses—expected plaudits

from the parents. Instead, many of the parents wondered about "all of the verbiage" that the teachers sent home with the students; they wondered why teachers' reports listed all the materials, films, and field trips that their youngsters were experiencing. Most of the parents wanted the "good old A, B, C" designations on the report cards.

Some parents also talked about a desire to have teachers assign students to home rooms where they would be comfortable with the teacher; they wanted more respect for authority by the students. They also asked that the students learn to relate more positively to one another and were concerned whether Spanish was "really worth the cost."

On the favorable side, most parents liked the session; they appreciated the open dialogue between parents and teachers and hoped that it would continue. They liked the "unit approach;" a minority of parents even appreciated the large amount of "verbiage" they were receiving from the 5-6 unit.

In summary, the 5-6 unit was an efficient, task-oriented team that worked well under the leadership of a skilled CA who had earned the confidence of everyone at Spartan. The team's difficulties were handled efficiently and did not impede the group's functioning for very long. The 5-6 unit generated a significant amount of innovation and took significant strides toward facilitating useful parental participation in the school. However, there still was a desire for greater, more unique innovation in the unit.

THE LEADERSHIP TEAM

Early in the year, the leadership team was faced with communicating its decisions clearly to the rest of the Spartan staff. Because of time pressures, many teachers could not attend leadership meetings, so responsibility for information flow rested with the leaders. The principal wrote a statement for staff discussion on open meetings and published minutes. The staff seemed satisfied with the principal's memo and was ready to receive minutes of leadership meetings.

On October 16, the principal, the CAs, and a district coordinator visited some multiunit schools in a nearby district. The coordinator used the opportunity to encourage the Spartan leadership team to take the initiative in actively leading Spartan into the unitized structure. The trip seemed to have an impact. The principal's reactions were especially enthusiastic and he was full of excitement. The chance to look at a real unitized school in action stirred the Spartan leadership team to new interest in unitization.

The principal felt so good that he decided to acquire some "jazzier clothing," and to figure out some way to use "right on" during the morning announcements.

On November 5, a CASEA consultant attended a leadership team meeting. The agenda offered by the principal contained thirteen items; four of these had been generated at a principals' meeting a few days before, four pertained to school discipline, and five were personal concerns of the principal. Several other agenda items were added by CAs on the use of outside resources. The leadership group concluded the meeting by asking the CASEA consultant to attend every meeting if he wished.

The consultant wrote the following about this meeting: "All agenda items were dealt with by the whole group (though in somewhat low key). Specifically, there was (1) active listening and paraphrasing, (2) evenly dispersed participation, (3) information freely sought and offered, (4) sharing of feelings of confusion when they arose, and (5) the principal asking for suggestions, checking for agreement, and moving things along."

The consultant also noted some procedures that weren't used that might facilitate the group's work: "(1) have a recorder, (2) assign priorities to agenda items, (3) ask specifically for a decision and be clear when one is made, and (4) the convener should read the group for readiness to move to new items." These suggested procedures were fed back to the principal, who made use of the first two at the next meeting.

During the next two months, the leadership group dealt with many different items at their meetings. About one-third of the items were about information from the district office. Usually, some part of the agenda was set aside for cross-unit problems such as scheduling personnel. Another part of their agenda included exchanges of information between the CAs and the principal about team events. Other items that concerned the leadership group were the concerns of parents, how to make outside resources more available, what to do with the PTA, how to cope with problems of auxiliary personnel, and information from other schools experimenting with the unitized structure. Although many of these agenda items were routine and only incidentally involved policy matters, the leadership group gradually discussed curriculum matters more and more as the Christmas vacation approached.

A CASEA event for the leadership team was scheduled for the afternoon of December 17, from 1:00 to 4:00 p.m. just prior to the Christmas vacation. The goals for this meeting were: (1) encourage Spartan to increase its use of the CASEA consultants (at

Spartan initiative), (2) deal with any Spartan concerns about CASEA restrictions on their actions, (3) introduce the idea of the leadership team becoming carriers of future self-renewal, (4) introduce some specific procedures for meeting effectiveness, and (5) prepare to deal with concerns that might arise from the CAs' reports on their units' progress.

ROLE OF THE LEADERSHIP GROUP

The session commenced with the consultants giving out a paper that they had prepared entitled, "Role of the Leadership Group." The consultants had taken lists of issues raised at the August workshop and put them into a list of "functions of an effective leadership group." Then, the consultants asked each team member to rate the "present" and "desired" state of the team on each of the functions. Here is the way the results looked:

"Below are listed several possible functions or roles a leadership team might take. Please check those which you think the team performs now and those which you think the team could profitably perform. You may wish to check none, one, several, or all of the functions. When you are finished, we will share perceptions of the leadership team.

<i>Now</i>	<i>Desired</i>	<i>Functions</i>
<u>3</u>	<u> </u>	1. Liaison between school and outside consultants (e.g., CASEA)
<u>4</u>	<u> </u>	2. Decision-making (legislative) body
<u>3</u>	<u>1</u>	3. Link-pin in communication between units
<u>3</u>	<u> </u>	4. Advisory body to principal
<u>2</u>	<u>3</u>	5. Problem-solving group to which CAs may bring concerns from individual units
<u>3</u>	<u>2</u>	6. Curriculum and innovation sharing and generating group
<u>3</u>	<u>2</u>	7. Group for stimulating and supporting progress toward differentiated staffing
<u>4</u>	<u> </u>	8. Channel of communication between staff and principal
<u>1</u>	<u> </u>	9. Other (please specify)

After taking special note of items five, six, and seven, the leadership team moved to discuss nine, where one member had written, "support for each other." This addition struck several emotional chords, as the group moved into a very active discussion at this point. Members began to express feelings of competition between units, as well as frustrations over too little positive reinforcement of one another. They expressed a desire to know when they were doing things that irritated others in the team. One member

reported her concern for "their lack of openness and directness." After clarifying their thoughts, members began to agree that some of their competitive feelings were based on a lack of open and positive communication within the leadership team. The group took a little time, at this point, to discuss how the meeting was going; some members described "satisfaction with getting their feelings out into the open."

Next, a CASEA consultant introduced several procedures for improving meetings. He suggested ways of building agendas, of rank ordering agenda items, of clarifying the actions to be taken, and of running a survey (see pps. 188-197 of Schmuck, Runkel, Saturen, Martell, and Derr 1972 for details). Staff members reacted favorably to these ideas, responding with nods of agreement and statements, such as, "Yes, we ought to try this."

Another consultant then introduced some ways that most groups typically make decisions. The CASEA consultants had already introduced the "consensus model" for decision-making during the August workshop, but they now wanted to specify that it is only one kind of approach to decision-making. There are several other modes of decision-making and for each one there is an appropriate person or group that should be involved in using it. The leadership team was asked to think about "the issues about which decisions should be made," "what individuals and groups ought to be involved," and "what mode of decision-making should be used." Some of the modes might be "consensus," "majority vote," "one person authority," etc.

The consultants emphasized the importance of being clear about *why* and *how* the leadership group eliminates and works on its agenda items. The succeeding discussion included those decisions that members would prefer the principal to make without consulting them, those they would prefer the whole group to make, and those they wanted the principal to make only after consulting with them. Also, they clarified some decision-issues that might be made at a unit level, but separated these from issues that might infringe on others in the building and therefore ought to come before the leadership team for the final decision. They cautioned one another about misleading their teammates into believing that they are making decisions when they are, in fact, not.

On January 21, a CASEA consultant met with the leadership team after receiving a phone call from the principal who wanted help with "meeting skills." At this meeting, the consultant surveyed the group on "what is helpful and unhelpful about the way agendas are presently being developed." He received the following

reactions: (1) the group is relatively satisfied with present procedures, (2) agenda building is more of a problem within units, (3) much of their agenda is set by information the principal receives from the district office, and (4) some procedures CASEA recommends now occur informally, e.g., the initiator of an item usually indicates what action is required at the beginning of discussion.

After the survey, the 3-4 CA burst out with, "I'm ready to deal with deeper issues than the housekeeping items that typically dominate our agenda." This was supported by the 5-6 CA who indicated that she felt the major accomplishment of the group to date had been "the development of high trust and close working relationships. . . but we have not dealt much yet with the instructional program at Spartan." The consultant said that he thought "the group was ready to deal with more substantive issues now." A suggestion followed from the principal that the next leadership group meeting should deal with "what all-school problems need to be solved?" All nodded agreement!

The debriefing of this meeting was very positive; every member felt very good about the way the group had worked, the things they had talked about, and the help that the CASEA consultant had given.

On January 26, the CASEA consultants met to talk about the next steps in working with the leadership team. Three items were on their agenda: (1) How can the leadership group have flexible membership to deal with changes in the needs of the school as the months and years go by? (2) How can the leadership team use the school's resources to carry on self-renewal after CASEA leaves? (3) How can the leadership group integrate action among the units? This outline was sent to the leadership team before February 1 for their reactions. On February 4, two CASEA consultants met with the leadership team to discuss this agenda. Almost immediately, a series of problems were revealed and the group moved into problem-solving.

The 1-2 CA announced her intentions of not continuing as a CA the next year. Despite strong urging by other CAs and the principal for her to stay on, she persisted in her wish to change positions. An action plan was set up then to replace her. It was decided that the leadership team, the 1-2 team, and a district coordinator should constitute a screening committee. All agreed! (Eventually, the 1-2 CA took a job teaching within the 3-4 unit at Spartan.)

Next, several CAs discussed the role overload they were feeling, suggesting that they should give up some classroom instruction

time and some intern supervision time. The principal asked them to review their proposal and to report to him in several weeks with a very specific action plan. All accepted this.

Then, concern was shown for the lack of cohesiveness of the auxiliary staff. One member pointed out that they never meet as a group. However, another member pointed out that several of the auxiliary staff had been attending some of the unit meetings. It was suggested that the CAs invite auxiliary staff to unit meetings, and then the matter was dropped without a clear decision being made.

The group turned next to discussing ways that the units could make better use of CASEA's services while they were still available. The 5-6 CA indicated that her unit needed some "training on describing feelings." One consultant suggested that CASEA might help with an evening of "creative thinking and dreaming." She decided to check with her unit members about this suggestion. The 5-6 CA also expressed surprise when she called the district coordinator and found that his office was not at CASEA. Her surprise showed the sort of ambiguity that was in the minds of some Spartan faculty members about the distinction between the district coordinators and the CASEA consultants. The 1-2 CA went on to discuss the interest in her unit for CASEA help. A CASEA consultant encouraged her to make a formal request after checking with the 1-2 unit members.

The meeting ended with a positive debriefing. The consultants also expressed satisfaction with the meeting, but pointed to their concern for the number of important items that were left until later. On the very next morning, the 5-6 CA called CASEA to request an evening of "creative thinking and dreaming." She already had checked with her unit members.

A few days after the February 4 meeting, the principal put out a staff memo detailing the results of that meeting. The memo told of the plan to hire a new CA for the 1-2 unit. It also requested that auxiliary staff attend unit meetings and the leadership meetings as "participating guests."

On February 11, the district's area representative, the person second in command to the superintendent, attended a meeting of the leadership team. He observed the meeting and described his reactions to an earlier tour of the building. He expressed high enthusiasm for what he saw going on at Spartan. His words in describing the school to a CASEA consultant were, "You do not see the usual case of average America; you see very little dull, uninspired work. What you have here is motivated excitement." During

the meeting the principal made a plea to the area representative for help in making the CA position a fulltime team leader, without classroom responsibility. The representative said that the principal was free to move the roles and the responsibility around within the present budget, but that more money would probably not be available.

At this same meeting, each CA made an explicit statement of the kind of help they wanted from CASEA at the present time, and all three units reported that they wanted process consultation from CASEA on Wednesday the 17th. They also talked about the usefulness of putting together a list of all of the curricular schemes that had been developed at Spartan during the year. They cited many instances of types of grouping, cycling students, scheduling, and teaming that had occurred. Perhaps some of the money not expended by the district for summer workshops could be used in this manner.

At the next meeting of the leadership group, on February 23, the principal read a memo from CASEA on the resources available from them. The memo started out with a few of the exercises that Spartan might want to know about as a staff, but the memo went on to state, "We don't think [a list of exercises] would help you choose what you want." The memo described some possible problems that CASEA might help the staff work on, but "our help will last longer if you do your own facilitating." So, the memo ended up listing "some organizational skills and useful and reasonable subgoals to undertake at this time and suggestions of how CASEA might help you move toward these subgoals."

The list included: (1) overload of CAs, (2) relations with central office, (3) timetable for becoming fully unitized, (4) evaluation of teachers, (5) self-renewal, and (6) leadership skills.

At the next meeting, the leadership group demonstrated a great deal of competence in disposing of eight agenda items. Included among these was a reaction to a master plan for a unitized structure offered to the leadership team by one of the district coordinators. After discussion, the team consensually decided to present this plan to the entire staff for consideration at a total staff meeting on March 17.

A leadership meeting held on April 1 dealt with the most emotion-laden issue of the entire year which centered on the hiring of an intern for the 1-2 unit. The principal had taken the liberty to hire a highly recommended candidate without consulting the staff. The following memo written by a CASEA consultant described parts of that meeting:

"When I arrived at the school I learned in the coffee room that there had been a conference between the principal and the 1-2 unit. In a sudden outburst of enthusiasm, the principal had hired an intern for that unit without consulting them. A teacher had complained to him about it and he met with the entire unit that morning; they told him of their displeasure. He promised to consult with them next time.

At the leadership team meeting, the principal opened the meeting by telling this tale and apologizing for this to the leadership group. He promised to consult with the other units before hiring interns to be working with them. During the debriefing, the 3-4 CA expressed his gratitude for the principal's having admitted so forthrightly having made a mistake in appointing the intern."

One outcome of this event was that the leadership team developed a clear set of criteria for interviewing, checking folders, and hiring new interns. The 3-4 CA arrived at a meeting on April 6 with a detailed proposal based on an April 5 meeting for settling on a procedure for interviewing and deciding on new interns. It also provided the mode for decision-making about interns. The proposal suggested a review of the procedures in buzz groups by the entire faculty, with the final decisions based upon the perceptions of the unit leaders who were to each join one of the cross-unit buzz groups.

After the total faculty meeting, the leadership team again met and agreed on the final criteria and procedure for hiring interns. This occurred on Thursday, April 8, and the group also brought up the matter suggested earlier by a CASEA consultant that they join with CASEA consultants in planning the April 17 all-school intervention. All members agreed to be a part of the planning except for the CA who would not be in that role next fall.

During the planning—which took place on April 15—a disagreement concerning the "most effective training design" emerged between the CASEA consultants and the Spartan CAs. The CAs thought that the most appropriate strategy at this point would be to define further the goals generated at the total faculty meeting on March 17. The CASEA consultants thought that further refining of goals would not be helpful; they wanted action plans to be generated immediately. The decision was that the design should call for the group to review the stated goals and to convert the general ideas into concrete pictures of what could happen in the school the following week.

In summary, the leadership group began the year passing on information from the district office, checking on cross-unit

communication, and exchanging information to help make school-wide decisions. During the year, the leadership team received a considerable amount of CASEA help. The help was focused on decision-making, meeting effectiveness, and increasing interpersonal support. The team demonstrated its involvement in decision-making during a confrontation over the principal's decision on hiring an intern. At this time, the team took the initiative to set up a hiring procedure for interns and a way of making school-wide decisions.

MARCH 17 FACULTY MEETING

During the early weeks of March, a district coordinator had been talking with the leadership team at Spartan about their plans and his ideas for a continuing conversion to the unitized structure. He was asked to outline a specific unitization plan, using Spartan's existing structures and resources. The coordinator agreed to do this. Later, on March 17, the entire Spartan staff met to discuss the coordinator's plan. At the meeting, the group started out with a discussion of Spartan goals and moved next to the coordinator's plan.

The goals were presented as follows:

Major Goals?

- I. Creation of a balanced program for students and staff
 - A. Survival
 1. Reading skills
 2. Math skills
 3. Communication skills
 4. Inquiry and problem-solving skills
 - B. Inquiry
 1. Self-direction
 2. Discovery
 3. Learning centers
 4. Messing around
 5. Mini-courses
 6. Student contracting
- II. Creation of healthy student and staff attitudes about school
 - A. Freedom of movement for students and staff

Different levels as students can handle
 - B. Build skills in ability to handle flexibility
 - C. Use of staff and student strengths
 - D. Strong attempts toward creating a positive attitude about going to school

After the above list of Spartan goals was presented, the principal asked the staff to divide into three buzz groups that cut across

units; a CA joined each group. The groups were asked to have staff members react to the goal statements and to fill in any specific examples they could think of that would serve to make a goal statement operational.

After about twenty minutes, the principal asked each group to report its ideas to the entire staff. An observer noted that the reports were "concise and informative." The principal explained that the CAs were to clarify their group's ideas, take the reports back to them for further refinement, and to come back with a sharper proposal.

The district coordinator was introduced next. The principal explained that the leadership group had been discussing the various structures and forms that the school might adopt in its efforts to become a unitized structure. They had asked the coordinator to draw up an illustrative plan as a basis for discussion. The coordinator passed out copies of "Proposed Model for Unitized School."

This document was very specific, giving some plans for combining instructional effort, reassigning the children from purpose to purpose, hour to hour, showing new uses of space in the building, designating certain walls to be removed, and suggesting certain steps by which these new forms could be brought in. The coordinator took about fifteen minutes to elaborate some of the parts in his memo.

One consultant's report of the discussion was:

The discussion was serious, insightful, and constructive. I found it remarkable that there was no defensiveness exhibited. No one acted as if his bailiwick or his ego was being attacked. No one erected an obstacle . . . At one point, a teacher said she wished the coordinator had sent her the paper beforehand. If she had had it, she would have had more intelligent questions now. The coordinator said that in his experience, people had read a document and received an incorrect impression, giving him the task of having to find out what the incorrect impression was and remove it . . . Two teachers urged the group to set specific times for steps to follow up this meeting. They said that they did not want this plan to collapse . . . Various suggestions [were made] and the decision was quickly made about certain dates on which to take certain of the steps . . . The faculty [proposed] that the next staff meeting be devoted entirely to the present topic . . . The principal began to take a survey on that proposal, but quickly changed his mind and asked for a show of hands. One person voted against the proposal; the principal then asked for the objection. After the objection was presented and clarified, it faded away . . . A debriefing showed that virtually all of the

staff wanted to move in the direction described in the coordinator's proposal.

A composite of the group reports growing out of the March 17 faculty meeting (and put together by April 7) was as follows:

Creation of a balanced program for students and staff.

A. Basic Goals (survival)

1. Reading Skills—all those skills involved in decoding, word attack, comprehension, interpretation, application
2. Math Skills—be able to use and apply basic math operations (i.e., Addison-Wesley Scope + Sequence)
3. Communication Skills—writing/speaking/listening/understanding/paraphrasing/behavior description
4. Inquiry and Problem-solving
 - a. Recognize a problem
 - b. State hypothesis
 - c. Question
 - d. Gather data
 - e. Draw conclusion
 - f. State generalization
5. Personal and Social Skills
 - a. Knowing and accepting and liking oneself
 - b. Ability to relate and get along with peers and adults
 - c. Self-direction
6. Aesthetic development

Physical development

B. Inquiry Goals

1. Self-direction—child identifies what he does, how he does it and proceeds to get it done, accepting responsibility for consequences
2. Discovery—given a variety of resources the child can explore

C. Ways to reach above goals

1. Learning Center—place where unlimited materials related to a given content area are grouped together
2. Messing around—exploring materials
3. Mini-courses—short-term courses focused on teacher strengths and student interests
4. Student contracting—formal method (promise) to be self-directed

One CASEA consultant's view of Spartan on April 9—after the picture of the Spartan of the future was presented on April 7—was as follows:

The main issue at Spartan now is consideration of educational goals in relation to moving toward the unitized structure next year. The coordinator's proposal seems to have been accepted by most

teachers. Our perception is that the group processes at the school are in good working order. The units have made progress in attending to their group processes at meetings, and several persons (notably, the principal) show convener skills which facilitate understanding, communication, and decision-making. Now the faculty should be going on to make *concrete* plans for reaching the more *abstract* goals!

APRIL 17 WORKSHOP

The CASEA consultants converted some notions about the psychology of charisma into three underlying features for the April 17 workshop: (1) having the ability to articulate goals and objectives so they coincide with the values cherished by the group; (2) having the skill to communicate a high sense of strength, competence, and influence over their environment; and (3) having the ability to impart a "sense of urgency" or a "do it now" attitude.

The CASEA consultants stated their rationale for the design as follows: "Our purpose was to move the Spartan staff into action—action toward reorganization. We had felt that—while the committees dispose of agenda items with amazing dispatch—the people at Spartan keep planning for changes of structure *in the future* and do not take irreversible interpersonal steps now. So our purpose was to prod some unknown fraction of the faculty to take first action steps. To do this, we arranged the plan of the day so that disagreements about verbally expressed goals could not get in the way of taking actions. We believed that discussion of long-range goals could be reserved for later; we wanted some fresh actions *right away*."

We built the design of the intervention on the *charisma* concept:

1. The first part of the plan asked them to express their understandings of the school's goals in personal terms: if X is the school's goal, what will it enable me to do that I want to do, or what will it press me into doing that I don't want to do. In brief, we hoped this discussion would enable persons to learn what others were yearning for.

2. The middle part enabled each person to tell others very specifically what he wanted to do and what skills or knowledge he could bring to bear on it. So people learned about the competencies in the faculty. Furthermore, each person found that he could commit himself to fateful actions that would sooner or later affect the school as a whole; this increased the feeling of *power*.

3. Finally, our emphasis throughout was on what can be done next week—a sense of *urgency*.

The workshop went as follows:

8:00 a.m. Introduction: The opening remarks—made by a CASEA consultant emphasized the charisma concept. The need to take actions soon—very soon—was stressed.

8:15 a.m.: Each member of the leadership group described one or two of the intervention goals in two minutes. Some of the goals mentioned were:

Each staff member can openly share positive and negative feelings about the list of goals and does not feel compelled to conform to expectations of CASEA or the unitized project.

Each person feels that he and his preferences make a difference in the direction Spartan takes.

Each member feels free to state his personal preferences for an action plan that he cares about, that he thinks can be accomplished very soon and that he thinks is urgently needed to make teaching and learning at Spartan more exciting and effective.

Each cluster of persons has a plan of action that (a) the cluster can begin taking steps to implement next week, (b) has concretely-stated goals so that progress toward the goal can be measured, (c) includes organizational arrangements that will allow each person in the cluster to make personal visions real.

The staff as a whole has a sense of a course of action begun today that will be continued and will determine how the school will run.

The leadership group has a sense of its task during the summer planning meetings and clear directions from the staff about what is expected of the leadership group.

8:30 a.m. Buzz Groups: The staff formed into buzz groups—the same as from the March 17 meeting. Each group shared positive and negative feelings about the list of goals. CASEA and the leadership group left the room for a few minutes to facilitate openness. The instructions were “Review briefly what you like and what worries you about the goals. Do not try to solve anything or to change anyone’s mind. Just state likes and dislikes. Appoint reporter. When you return, report kinds of things said. No names, no counts.”

8:50 a.m.: The CASEA consultants and the CAs returned to the room; reporters from each buzz group read aloud the group feelings about the goals.

9:00 a.m.: Each group was told to make a list of things to do that could attain these goals. Keeping in mind what people liked and did not like about goals helped them to think of things to do with others. They were told to remember that this was not

game-playing. If they listed something someone else liked to do, others were told to call on that person to do it. Each group was to make a list on newsprint of whatever anyone named. After twenty minutes, they were told to stop. Then each person put his name at the top of his own newsprint and put down just those things he'd like to do.

9:30 a.m.: Individual preferences were posted on the walls. Participants got coffee and milled around to find other persons who had similar preferences.

9:50 a.m.: Each member of the staff was asked to make an individual list of "What I can contribute toward achieving my preferred action plan."

10:10 a.m.: The lists of contributions were posted together with the lists of preferences. Each staff member moved around, trying to find others with whom he would like to work to achieve personal plans. The consultants encouraged clusters of at least four to form. The clusters were made up of people who wanted to work together immediately on action plans.

10:30 a.m.: Clusters were formed and were told to produce a plan of action that could be initiated the next week.

10:45 a.m.: Several isolates were worked with individually by a few CASEA consultants.

12:15 p.m.: At this time, the members of clusters were asked to wear the same color. All Spartan faculty members milled around the room, making statements about their plans for action. CASEA consultants overheard some of these remarks between 12:20 and 12:50 p.m.:

We've been talking for months and I thought we never would do anything, but now we're really going to act.

I am just astonished at how fast this faculty can move—and how fast I can move, too.

We accomplished something; we have plans to do a thing I've been wanting to do. Of course, there are some things that are wrong that we haven't even touched on, too.

We can get work done, all right, but just last week we had a flare-up. I couldn't do a good job any of the rest of the day. I couldn't even keep score during gym class. I don't know how we're ever going to deal with disagreements peaceably.

I know my ideas are good ideas, because I've tried them and they work. But they just push them aside and say my ideas won't work.

I'm so happy! I got all frustrated and angry today and then I got all over it! I'm so proud of myself!

We got more done today than all this year.

You guys really did a good job of planning this meeting. Everything went just right.

I feel so much better! I never would have realized that other people were so ready to join together!

We actually have times set next week when we're really going to start doing it!

We cleared up so many things!

I'm amazed at what we did in one hour.

We have plans for action and we got started today.

I feel really good about what our group accomplished, but even better that I could have worked with any other group and done just as much.

We can finally do what we've wanted to do all year.

Each of us knows what we will do and what the others in our group will do.

My ideas really got used—I've been afraid to mention them sometimes because I feared they would sound silly.

We used one another's strengths—really listened well.

Somebody reported feeling very good about being able to start something new in the middle of the year—not bound by fall-to-fall time perspective.

Several people said that what they got out of the day was not anything new but the opportunity to do things that they had been wanting to do.

A couple of people said they were shocked (i.e., pleasantly surprised) at how fast things could happen.

This has been one of the greatest times I've had since being at Spartan.

I was amazed we could move so fast when we made up our minds to do it.

I was afraid I wouldn't get a chance to do anything new—that it would all be next year. Now I'm so glad I'm going to get a chance to teach with _____ while I'm still here.

I was surprised that we could get together and that some people I had expected not to want to move really did want to get going.

This is the most we've gotten done all year!

In summary, the April 17th workshop—lasting from 8:00 a.m. to 1:00 p.m.—enabled the Spartan staff to clarify where their

desires for innovation were, and to establish ways that they could begin to implement these innovations immediately. To summarize fully the productivity of this half-day session would call for a summary of fifty-five pages filled with exciting and stimulating ideas. Here are just a few of the plans for immediate action:

- "a 30 minute break when kids petition for it"
- "have _____ teach my reading, I'll teach her math"
- "have _____ teach my social studies, I'll teach reading"
- "have _____ take social studies, while I take PE"
- "hug the principal everyday"
- "get my own tape recorder"
- "have _____ sing once per week in my class"
- "start curriculum faires"
- "observe third grade reading program"
- "use cross-age tutoring"
- "have someone visit my class to observe"
- "team teach with _____"
- "circulate list to make up teacher interest groups"
- "have whole school adopt the 1-2 back-to-back reading"
- "use work contracts with second graders"
- "set up cross-visitations between units"

Here are some action plans taken from different units: (1) 1-2 unit: divide second graders into three groups according to how independent or dependent they are in learning. Teach each group with different strategies; (2) 3-4 unit: increase amounts of observation of one another's work; do more cooperative planning and teaching; and (3) 5-6 unit: begin to do much more cooperative teaching, especially teaching our specialties while others are observing.

SPARTAN DURING THE REST OF THE 1970-71 YEAR

The 5-6 team's reactions to the April 17 session were mixed. Some felt really tense because of some cleavages that began to form. The 5-6 team requested CASEA help on April 21 and again on April 28.

Two members of the 5-6 team developed a plan at the April 17 event to meld their classrooms together by opening the wall between their adjoining rooms. They sought to develop what they called "learning centers." Their proposal called for a unit decision which they asked for at the April 21 meeting.

The unit members reacted in very different ways. In the words of one of the members, "This attempt to innovate without the rest of the team created real confusion in me." Another member said, "This was the most intense testing of our unit's strength and survival ability." Another said, "It seemed to be a deliberate effort to create conflict among us."

One of the teachers involved explained, "We decided to combine our two sixth-grade classrooms because we thought that it would be exciting and interesting for everyone. We were sure to run into some unexpected resentments."

The second teacher involved in the innovation described what happened over time: "On Monday, we met with the CA to discuss it and she seemed to go along. By Tuesday, however, she brought the principal and the district coordinator into the conversation. On Thursday, we were called into a half-hour meeting with the principal. He put emphasis on finding a justification. We argued that it would benefit the students and us. By Friday, we were given permission to open the wall; we had spent at least thirteen hours just trying to open a wall."

Thus, the workshop had the effect of inspiring some individuals to go ahead to make innovations without the rest of their unit. Such actions came into direct conflict with a "togetherness norm" of the 5-6 unit. They expected to innovate as a team. The two 5-6 teachers did cooperatively teach the rest of the year and the team members gradually came around to accepting the innovation.

CASEA consultants did not work directly with Spartan after April 28. But their observations indicated a number of innovations taking place in May. In the 1-2 unit, it was evident that the unit members were communicating feelings directly and were collaborating more in planning. The 3-4 unit decided to use the 1-2 back-to-back reading program and to use interest groups a lot more than in the past. They also decided to integrate third and fourth graders into every class and to do more observing of one another. The 5-6 unit developed much more coplanning and coteaching than before. Their unit was featured by mini-courses, field trips, and parent volunteers. It was an exciting situation for most students.

In summary, the April 17th workshop was deliberately designed to get Spartan faculty members to initiate direct action in moving toward the unitized structure. Overall, the consultants' goals for the workshop panned out. The 5-6 unit generated by far the most action, with two members moving toward the open classroom before others were ready. The conflict that ensued was diminished and the innovation was still active in June.

CASEA'S DESIGN REVIEWED

The overall theoretical scheme for the training during the school year included a series of four phases designed to provide support for key parts of the organizational subsystems of the unitized structure. These phases were: (1) support for the problem-solving groups, (2) training the subgroups to work efficiently, (3) providing help for the leadership group, and (4) collaborating with the school leaders to train other staff members.

PHASE I.

This included the meeting of October 1 when the original problem-solving groups were reconvened and ended with the intervention on October 8.

PHASE II.

This consultation occurred on October 8 when the total staff learned to use problem-solving from the units; again on December 10 when the 3-4 unit dealt with the role of the CA along with interpersonal issues; again on December 17 when the leadership team received help in decision-making; again on February 16 when the 5-6 unit had its "dream session." Other Phase II meetings occurred on February 17, February 24, March 17, April 1, April 6, April 7, April 8, April 13, April 14, April 21, April 22, April 23, and April 24.

PHASE III.

This consultation took place on December 10 when decision processes were clarified, and on January 18, January 22, January 27, and February 4.

PHASE IV.

This was characterized by joint planning between CASEA and the Spartan leadership team. Such consultation took place on November 13 when the 3-4 CA asked for help to plan the December 2 meeting; again on February 10, April 15, and April 17.

The CASEA consultation with Spartan ended before May 1. The following is an official memo setting the date of departure:

You will recall that CASEA's role as consultants in the project on differentiated staffing is scheduled to come to an end late this spring. Before you receive this memo, you will have been conferring with CASEA members about an appropriate schedule for our consultation with you between now and the close of school. So that we

can all plan our work, we think it will be helpful if we set the date of April 30 as the last day on which CASEA personnel will be available to you as consultants.

Another part of the original arrangement was that we would collect data for questionnaires and interviews at the end of this year much as we did at the end of the last school year. We should like to administer questionnaires in your school during the week of May 10-14; subsequently, we plan to interview all members of your staff before the end of school. A member of CASEA will arrange the exact dates and times for these collections of data.

CASEA'S HOURS SPENT

Not counting the August workshop, the number of person hours spent in the consultation were as follows:

September to December	=	71.5 hours
Planned Events	=	55
Visits or interviews	=	16.5
January to April 8	=	55 hours
Planned Events	=	15
Process Consultation	=	15
Visits, Observations	=	25
April 8 to April 28	=	66 hours
Planned Events	=	43.5
Process Consultation	=	22.5
Totals for the year		
Total Person Hours	=	192.5

CASEA consultants met with a part of or the whole Spartan staff 32 times during the 1970-71 year. Ten of those times were CASEA-designed-and-led events representing 113.5 person hours.

CASEA'S PERSPECTIVE ON THE YEAR

In conclusion, the Spartan staff moved slowly into team teaching and collaborative arrangements throughout 1970-71. The change process can be summarized as follows:

Consultants collected data in September to assess the status of each action plan, and by October, all of the problem-solving groups had met and taken an action towards solving the problem. Several crucial actions were: (1) one group confronted the principal with some behaviors that were perceived by the staff as diminishing their professional development, and a decision on new procedures was made and implemented; (2) a committee on student conduct listed criteria for all-school, positively-stated rules and referred these to the leadership team; (3) an all-school policy statement was written and referred to the leadership team; (4) a "rotating

file" was set up listing personal strengths and resources in curriculum areas in all units; (5) a role description was written on the principal, counselor, curriculum associates and resource teacher and added to the school handbook. Throughout the rest of the year, problem-solving techniques like "force field" and "action planning" were used by all units.

Problem-solving in the units formally began on October 8, and consultants with all the units continued throughout the year. The units became increasingly proactive in asking for CASEA help as the year progressed. Group agreements or formalized and agreed-upon norms were established in all units.

Specific leadership procedures were introduced to and adopted by the leadership team during consultation. The leadership team handled many of the day-to-day decisions and matters during the first part of the year, but later took on more specific issues such as establishing school goals, adopting all-school rules, being involved in all hiring and firing, and making decisions on next year's budget.

By April the leadership team asked to collaborate on designing a consultative event. The leadership team also set goals for a two-day OD consultation prior to the beginning of school in August, 1971. The leadership team became the primary communication link in the school and became the decision-making body for the entire school by the fall of the second year of the change process.

On the whole, the expenditure of time and effort by the CASEA consultants and by the Spartan staff had a high pay off in terms of first-year results. Detailed assessments appear in chapter 6.

Chapter V

Palmer Elementary School

I was like a sailor in a drifting boat. I didn't check often enough with the currents, tides, and wind . . .

When I did, it seemed abrupt, or autocratic . . . I imposed myself in a decision I hadn't been part of . . .

Part of my weakness was not staying active enough with the units. If you're going to delegate authority, like you should in this kind of school, try to let the people be responsible for deciding on actions they must carry out.

Palmer's Principal, May 1971

Like Spartan, the Palmer staff members moved in the direction of differentiated staffing, multiunit structure, and team teaching, both structurally and psychologically. But, as we will show in chapter 6, they did not move as far. What happened at Palmer that resulted in different outcomes from those at Spartan? We will attempt to answer this question by describing what events took place at Palmer over the 1970-72 period.

SOCIAL CONTEXT OF THE SCHOOL

Palmer and Spartan schools are located within the same urban school district. The neighborhood surrounding Palmer consists mostly of middle-and-working-class families, with almost no upper-class families. Most of Palmer's students lived within walking distance of the school; a small number were bused from a nearby low-income community.

When the school was opened in 1960, it was designed to accommodate 450 students. In the spring of 1970, Palmer had 325 students and a staff of 24, including aides and specialists. Palmer was designed more traditionally than Spartan, with no moveable walls and with very few spaces that offered flexibility. The school, located on the edge of a gently sloping hill, has two floors of classrooms located on the downhill edge, with the remaining classrooms and the library, gym, and cafeteria all on one level (see figure 4 for a diagram of the building).

The Palmer principal, only in his fifties, had moved to Palmer two years previously from another elementary school known for its innovativeness within the district. He had had an exciting, well-known program at the former school, and he had worked well with his staff; five teachers respected him so much that they transferred to Palmer with him. He viewed Palmer as being on the "cutting edge" of innovation in 1970.

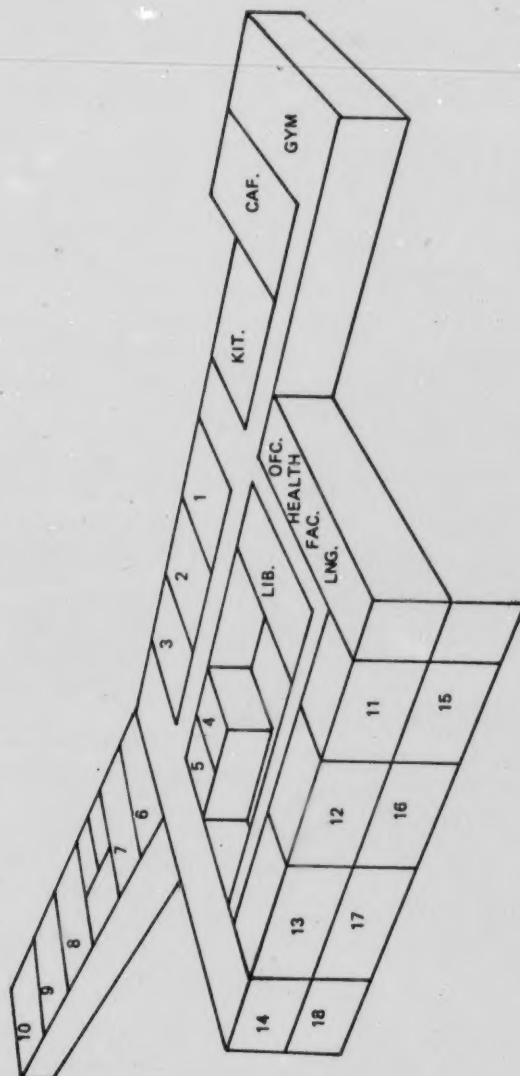
INTERACTION BETWEEN PALMER AND ITS COMMUNITY

The school was characterized by very low community participation. The extent of direct community involvement was reflected in attendance at PTA meetings. Participation averaged about thirty at a meeting, with about fifteen of those being staff members. At the same time, some parents did help with the school's carnival and some would visit the school "open house" nights.

Parents also did not seem to take an active part in helping to establish school policies and programs. For example, in 1968, Palmer was the first school in the district to adopt an "early-late" reading program. Under this program some of the students arrived at 8:30 a.m. and left at 2:30 p.m., while others arrived at 9:00 a.m. and left at 3:00 p.m. The purpose of this innovation was to be able to offer a large number of students an individualized approach to reading. The plan was drawn up entirely by Palmer staff members. It was announced by the administration and then discussed only briefly at one PTA meeting; no organized resistance, whatsoever, was offered by the parents. These events illustrate the low amount of parent involvement at Palmer School.

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FIGURE 4
Campus of Palmer School



INTERACTION BETWEEN PRINCIPAL AND DISTRICT OFFICE

Most district office staff members viewed Palmer as "fairly innovative" but not as "avant-garde." The Palmer faculty was not often the first to initiate new programs—except for the "early-late" reading program—but they seemed to follow close behind the few innovative schools that did exist in the district. The principal was perceived by the district staff as an "experienced leader" and one who "did not impose innovations on his staff without their participation in the decision-making." He was seen as being open to new ideas but not a pusher of many of them. He initiated contact often with district office personnel and had gained their respect for his efficient and effective work in the previous school. Several district staff members pictured him as "still settling in at Palmer" in 1970, expecting that he would begin to develop "the sort of innovative climate" he had developed at his previous school.

NORMS AND PROCEDURES OF THE SCHOOL

Among the norms studied at Palmer were in-group and out-group patterns and patterns of openness, influence, and collaboration.

The Palmer staff had regular social gatherings. Parties were held once or twice each month on the average, reflecting the informal climate and conviviality of the staff. These events also gave some indication of the informal social stratification that existed at Palmer. The parties usually were attended primarily by those who were "in" at Palmer. In general, the members of the in-group were those teachers who had followed the principal from the previous school. This group appeared to "know what was happening in the school." The principal helped define and maintain this in-group by often confiding in them informally. The out-group heard about new items later through the grapevine or in formal meetings.

The normative climate at Palmer in 1970 was reflected in the responses teachers gave on a questionnaire probing their relations to one another and to the principal. All of the respondents indicated that they received affective support from at least one other staff member. However, on the matter of openness and willingness to discuss disagreements, only about half of the respondents indicated that they would seek out the person with whom they disagreed to discuss a disagreement. The same questionnaire gave information about the influence the Palmer staff members thought they and the principal had on how the school was being run. One-half the staff rated the principal's influence as considerable, while the other half rated it as a great deal. On a five-point scale (five is high, one is low), the mean scores for the influence of the

principal and that of the teachers as a group on how the school was being run were 4.5 and 4.2 respectively. Using the same five-point scale, the principal's influence on teachers averaged out to 3.6, while the teachers' influence on the principal averaged out to 4.0. In questions having to do with collaboration in 1970, Palmer teachers reported that they collaborated primarily to "help bring new teachers on board." No staff member selected the most collaborative choice when asked the part played by teachers in deciding "choice of teaching methods."

In summary, the Palmer staff in 1970 was characterized by a cohesive in-group, a principal with significant power over the school, a fairly innovative staff, and a striking lack of collegial collaboration. Although emotional support among colleagues was solid, at least on a one-to-one basis, there was not much openness about items of disagreement.

ENTRY AT PALMER

Early in 1970, the principal attended a district office presentation on differentiated staffing, the multiunit structure, and team teaching. Impressed with what he heard at the meeting, he presented his staff with the idea of moving toward the "unitized school" at the next faculty meeting. He later reported to a CASEA consultant that he wanted Palmer to become more like his previous school and he believed that this new, experimental project could accomplish this. After presenting the idea of the multiunit school to his faculty, the principal asked the district coordinators and the CASEA consultants to present the experimental project to his staff. This formal presentation occurred during March 1970. Several days later, the Palmer staff decided by unanimous vote to apply for participation as an OD school in the multiunit project.

Palmer was among seven school staffs in the district to vote to become involved in the unitized project. Both Spartan and Palmer were chosen to receive OD consultation by a committee made up of the district coordinators, an assistant superintendent, and a CASEA consultant. Palmer was selected because of the principal's previous successes and because of a declining enrollment in the school. Thus, Palmer and Spartan were quite different in size. Moreover, Palmer's physical structure was clearly self-contained, allowing for comparisons between a traditional and a more open building.

SELECTION OF LEADERSHIP TEAM

In keeping with the recommendations of the district coordinators for selecting team leaders, the principal appointed a

committee to screen applicants for the Curriculum Associates (unit leaders). He chose three teachers, the counselor, and the intern supervisor as members of the committee. The three teachers chosen represented both those teachers who had transferred with the principal from his previous school and teachers from the original Palmer staff. Applicants were recommended to the committee by teachers from Palmer and the district's personnel director. The committee interviewed about eight applicants, finally narrowing its recommendations to one Curriculum Associate for each unit.

Events connected with selecting the Curriculum Associates are important in terms of their later consequences. For example, the committee selected a reading specialist from another school as the CA for the 1-2 unit after hearing the principal's endorsement and reviewing her considerable credentials. It was not publicly announced during these committee discussions that this reading specialist had worked for the principal during his pre-Palmer days and was a personal friend of his. The committee selected a Palmer teacher for the 3-4 CA who had been actively talking-up his own candidacy in the school for several weeks. The principal was not a strong advocate of this CA, nor were the district coordinators supporting him as their choice. The coordinators were concerned about his lack of supervisory experience and proper credentials. The principal doubted this teacher's ability to keep up with the pressures and demands of being the 3-4 CA. Nevertheless, this teacher was selected on the basis of his strong interest in the job and the favorable impressions he had made on the committee when he presented a lengthy paper that sketched out his intentions and activities for the 3-4 unit. The person eventually chosen as the 5-6 CA was originally on the committee; whose membership soon urged him to withdraw from the committee and to apply for the 5-6 position. In addition to their support, he also had the backing of the 5-6 teachers, the district coordinators, and the principal.

All three of the committee's selections were approved by a formal vote of the entire Palmer faculty.

SUMMARY OF THE AUGUST WORKSHOP

Chapter 3 described the August workshop in detail. Following is a brief summary to establish historical continuity in this chapter with the rest of the schools described in this project.

The entire Palmer staff, except one paraprofessional, the cooks, and custodians, attended the August OD workshop. The focus of the first two days was learning to work in teams using group

exercises and skill development activities. The last three days were devoted to using a problem-solving sequence to generate solutions for real problems that had been raised earlier during the week. Four problems were chosen to focus upon, and four groups were composed of members from all of the units to work on the problems. Each of the CASEA OD consultants, along with one of the district coordinators, joined one of the problem-solving groups to act as facilitators.

One group working on "a clear definition of the role of the principal" presented a skit to the staff that dramatized the role of the principal during the previous year, in contrast to the role they hoped he would be taking this next year. During the previous year, he was characterized as very indecisive and hard to pin down. In contrast, they characterized him as more open, more communicative, more empathic, and more responsive in the coming year. Finally, they formulated a list of ten goals around which they thought the principal's role should be restructured. They also offered the suggestion that one of the CASEA consultants be asked to help the principal "organize his work."

The group working on rules for student behavior began by describing areas in the building where "problems were cropping up." They went on to develop ways to involve the students in forming their own school rules. Their action plan included initiating a student council to serve this purpose.

The group working on improving interpersonal relations among staff members did not proceed through the problem-solving steps very effectively; however, they did identify many areas for future work. Among them were problems between the secretary and particular students, a lack of seriousness on the staff, the presence of an in-group within the staff, a psychological separation between the 1-2 unit and the 5-6 unit, tactless behaviors on the part of many, and a breakdown of information flow within the building.

The fourth problem-solving group, working on what they called the "humane and respectful treatment of all persons by staff and students" had difficulty in determining concrete goals and therefore became bogged down in its problem-solving. They did, however, raise the issue of "manhandling kids" and brought this before the staff for discussion the following week.

It should be noted that a basic behavioral pattern that surfaced over and over again during the problem-solving was the principal's apparent resistance to staff influence attempts. He responded to most positive suggestions or constructive statements submitted to him by a staff member with arguments about why the proposals

would not work, or by ambiguous comments or joking statements, or simply by making no response at all. This behavior on the part of the principal was clearly frustrating and irritating to many staff members. However, when the first problem-solving group role-played his "past" and "future," his behavior in the workshop became more collaborative.

IMMEDIATE EFFECTS OF THE AUGUST WORKSHOP

The interviews collected by the CASEA consultants during late September were designed to assess the initial effects of the August OD consultation, to follow-up on the group agreements made within units, to follow-up on the activities of the problem-solving groups, and to elucidate problems the Palmer staff experienced in actualizing their new organizational arrangement.

During the week of September 28, 1970, CASEA interviewers talked with eleven members of the Palmer staff in all, including the three CAs and most of the auxiliary staff. The interviews covered the activities of the problem-solving groups, unit meetings and group agreements, and changes in the principal. The results indicated that the main problem areas were inadequate communication across the units and a lack of energy and initiative-taking in the leadership group.

THE PROBLEM-SOLVING GROUPS

Members of the problem-solving groups were asked: "Has your problem-solving group that met during the August workshop worked on its problem any further?" Nine of the eleven staff members who were interviewed stated flatly that their groups had never met. This was partially due to the need to get the units functioning right away, and to make some decisions in the units. Six of the interviewees mentioned also that they had not received the "minutes" upon which they had written the action plans for solving the problems.

THE PRINCIPAL

The most significant impact of the August workshop on the principal was a change in his work habits. At his own interview, he rated himself as "50% more efficient" than last year. He talked about some of his changes in work procedures and noted, "I've been getting the major paperwork done and the bulletins out early in the morning this year." Staff members who were interviewed concurred, seeing these changes as improvements in the principal. Asked for any "changes in the way the principal operates,"

teachers responded with examples of ways he was functioning at staff meetings. For example: "[He] got through the agenda in twenty minutes, which could have taken three hours before . . . ;" ". . . second faculty meeting he had an agenda, and went through it. No one got off the subject . . . he kept to business . . . we could have applauded him . . . ;" "first meeting was delightful; he had an agenda . . . ;" and "I knew him from before [he came to Palmer] . . . then he might have taken two hours"

Interpersonally, the picture was different. The principal himself stated "not much change interpersonally" had occurred. He did indicate, however, that he had "raised operational levels for good communication above last year," and that he felt there was "more frank discussion" and "less avoidance" among his staff. Even though the leadership group "hadn't met many times" and "hadn't set up a regular meeting time yet," he said he felt "comfortable" with it. Referring to it, he stated, "I don't feel dethroned. I'm working harder but I also feel influential . . . I feel involved."

Referring to the problem-solving group that worked on his role, he stated, "I will try to carry out the things that were decided there [in the workshop], and check on it later . . . the subject should not be considered closed."

Along with the apparent success of the principal in internalizing and practicing some new procedures, there also were indications that some of his actions (or lack of action) may have set the stage for other problems. By calling only total faculty meetings during the first several weeks, and not calling meetings of the leadership group during that same period, he may have been indirectly reinforcing the old way of doing business. The principal was trying some new behaviors but did not take active steps toward a change in his role.

THE 1-2 UNIT

During the first month of school, the 1-2 unit experienced mixed results in implementing the multiunit structure. Their greatest concerns were: (1) a lack of support from paraprofessionals (the agreement between the 1-2 and 5-6 units to share a paraprofessional was not acted upon and some 1-2 teachers were frustrated and angry about this); (2) communication skills and problem-solving techniques were not being used; (3) there were too many 1-2 unit meetings and they were not being run efficiently; and (4) students in the halls and on the playground were disruptive and interfering with first and second graders.

The CA of the 1-2 unit did not have a regular student load at the start of the year. In contrast, the 3-4 unit was dealing with more students than they originally anticipated. This inequity created tension between the two units. At the same time, district staff members informed the Palmer principal that he had too few students per teacher in the 1-2 unit; they suggested the 1-2 CA at Palmer become half-time at another school in the district.

In response, the principal asked the 1-2 CA to work half-time in the 1-2 unit and the other half-time in the 3-4 unit. The 1-2 CA, not pleased with this arrangement, complied with the principal's proposal without argument, and the district accepted this arrangement. The 1-2 teachers, though they were spending a great deal of planning time together and seemed to be collaborating well, still longed to "get back to the way they were at the end of the workshop—close and cohesive." They wanted a "few more CASEA workshops," and especially were interested in the "strength exercise" as a helpful method for achieving increased cohesiveness.

Although the 1-2 unit was having some difficulties in working collaboratively with the other two units, the presence of collaborative planning, the expansion of the "back-to-back" reading program, and an occasional paraprofessional in their classes indicated the first steps toward implementing the unitized structures.

THE 3-4 UNIT

The 3-4 unit looked exceedingly effective at the beginning of the school year. The late September interviews indicated a willingness to share resources and children, effective use of communication skills at meetings, and a slow-but-sure implementation of the multiunit structure.

According to the 3-4 CA and a few of the teachers, the August problem-solving groups had concluded gracefully at an appropriate time. Some changes had been noted, and probably very few more would be forthcoming from the problem-solving. The CA said, "We went about as far in the problem-solving groups as we should have gone . . . our principal is more efficient and has a better-defined role; the counselor's role is clearer . . . , and the problem-solving is now beginning in the units."

Some immediate outcomes of the August workshop were: (1) discipline problems within the unit were no longer referred to the principal; they went to the CA; (2) two teachers were spending one entire day teaching "math and social living" while rotating students between them (this was viewed as working very well); and (3) the CA had the most influence in the unit and readily admitted

it. The unit members seemed to accept their CA's leadership and power; they felt that he had been working very efficiently up to that time!

Statements from the interviews reflected favorable feelings in the unit: "We've accomplished the most in the 3-4 unit compared with other units." In another statement, a 3-4 teacher pointed out that the members of her unit had expected the 5-6 unit to adopt team teaching before them, but that "it hasn't turned out that way." One teacher reported—in reference to rotating students—"I don't feel possessive at all about my students."

In general, the 3-4 unit made a good start; the two innovations that stood out were trading students in different subject areas and rotating schedules to allow teachers to teach in several subjects during the same day or week. The unit members also seemed comfortable with their CA's role and with the principal's new efficiency.

THE 5-6 UNIT

The 5-6 unit did not perform as well initially as most Palmer staff members expected. Group agreements made at the August workshop were not followed up by most unit members. Although communication became increasingly more direct among the members, they became bogged down in the routine matters of daily work. They seemed to find it difficult to stimulate energy and enthusiasm in the group. One member complained, "We can't stay on this subject too well . . . things don't get accomplished too fast." The CA thought that the 5-6 unit needed "group agreements on individual responsibilities," adding that they were "bogged down in routine . . . not able to make commitments."

To complicate matters, the 5-6 paraprofessional was not interested in working with older elementary children. Moreover, she would not take directives from the CA and from the teachers and exhibited many autonomous and anticollaborative behaviors.

The CA wanted to "be more open and confrontive," "to resolve the paraprofessional problem," to "open conflict between the 1-2 and 5-6 teams," and to "get the CAs working together more closely." At the same time, he felt overloaded and did not feel comfortable being the "strong leader."

In summary, the 5-6 unit—immediately after the consultation—was running into problems in acting collaboratively: specifically, some tension between units, the paraprofessional's refusal to accept her role, and the CA's lack of leadership. Until such problems could be solved, implementation of the multiunit structure would have to be put off.

THE LEADERSHIP TEAM

The principal along with the Curriculum Associates made a formal and public agreement during the August workshop to meet regularly as a leadership team. Staff members indicated also—when they were generating total building agreements—that they wanted clear statements from each of the units and the leadership team regarding times and procedures for their meetings. However, when one of the CASEA consultants called the Palmer principal a few weeks after the August workshop to arrange for interviews, the consultant discovered that the leadership team had not yet met. One of the Curriculum Associates told a CASEA consultant, shortly after the phone call, that the CAs agreed to “begin meeting daily at lunch.” The principal, however, seldom attended these luncheon meetings.

There is no record of a leadership team meeting ever taking place during the month of September. At the same time, the principal did call two total faculty meetings, running them in a more orderly fashion than in the previous year. But some of the principal's former behaviors continued. For example, he took the initiative on his own to decide on a solution to a cafeteria problem even though all of the units were affected by the decision. Moreover, he unilaterally decided that the CA of the 1-2 unit would work half time with the 3-4 unit and that the 5-6 CA would handle “his paraprofessional problem by himself.” In keeping with the organizational structure of Palmer during September, the CASEA consultants only interviewed the three units and the auxiliary personnel in groups; the leadership team was not meeting as a group, and therefore was not interviewed as a group.

Some confusion may have existed concerning the role of the CASEA consultants in relation to the leadership group. The principal may have been waiting for the consultants to call the first leadership meeting, although the consultants never said they would. The CAs did not consider it their function to call leadership meetings, and the CASEA consultants were waiting for the principal's action. The principal's lack of initiative in calling leadership team meetings became an expected way of doing things at Palmer.

AUXILIARY STAFF

The principal, secretary, counselor, and one of the teachers' aides were interviewed as a group in September, and, although they had not met since the August workshop, they had many reactions to some of the interviewer's questions. The secretary said

that she had recently been better able to "keep from answering for the principal," that she and the principal "were talking over office procedures," and that "the principal is making a lot of decisions now that I used to have to make." The teacher's aide noted that, "the principal is putting forth a great effort in carrying out the agreements from the workshop," and the counselor added, "I've felt it was a lot easier to talk with him." The principal expressed a desire during the interview for the auxiliary group to become a regularly functioning group with a mission of its own.

TOTAL STAFF

Palmer staff members had a variety of favorable and unfavorable remarks about "how Palmer was going one month after the August workshop." At least three staff members agreed that the norms of openness and directness had increased and the gossiping and joking about students in destructive ways had decreased. At the same time, nearly everyone felt "meetinged to death," about half were concerned about the "lack of leadership team," and most staff members expressed concern about the Palmer faculty being divided into three different camps. Many of the August workshop events and their attendant group techniques were mentioned as being helpful to the units and to the total faculty at its meetings. Each of the three units was using the survey and attempting to make decisions by consensus. Each was making use of communication skills, preprinting their agendas, using a convener, and were stopping the task focus for a while to discuss the group's processes.

Perhaps the biggest irritant to most staff members was their lack of time. The Curriculum Associates seemed to feel the most overburdened. Not only was their time limited, but they were being called upon continually to perform effectively as leaders. The principal saw "a great deal of innovation occurring," and was optimistic about the future of the school. He felt good about his new skills in managing effective meetings. At the same time, it was obvious to the Palmer staff and to the CASEA consultants that he was "hanging on to his decision-making authority." Several staff members were very happy to report that the climate at Palmer for the students had changed right after the August workshop—that the "manhandling" of children had stopped—and that there were fewer fights on the playground this year.

THE CASEA CONSULTANTS

Although the intervention strategy emphasized working with the problem-solving groups right after the August workshop, this

design was not fully implemented. However, even though the problem-solving groups did not meet, some of their action plans established during the August workshop did get started, e.g., getting the student council activated. Typically, whatever action plans did get implemented were maintained by one or more of the units.

Palmer staff members said that they were "not sure what happened to the August groups," or that they "thought those groups were just for the August workshop, or that the problem was somewhat solved already." The CASEA consultants viewed the work of the problem-solving groups as "being sufficient," noting that many of the action plans developed during the workshop were being integrated into the work of the units.

At the end of September, the consultants' diagnosis was "that there was a need to direct immediate attention toward the communication links between units and to design a total staff intervention that would bring focus upon the lack of a functioning leadership group." Consultation designed to achieve these ends commenced on October 9, 1970.

CONSULTATION DURING THE YEAR

Based on their September diagnosis, the CASEA consultants decided to work with the Palmer staff both in unit groups and in cross-unit groups. The intervention included feedback of the interview data to emphasize particular organizational problems and to help increase communication within and between units about these problems.

On October 9, the entire Palmer staff assembled in the library at 1:30 p.m. and a CASEA consultant commenced the program by describing the activities for the day as: (1) a discussion of those behaviors within the units that were seen as helpful and unhelpful; and (2) building a definition of the role of the leadership team. Each staff member was asked to think about his or her unit and to write out: (1) behaviors that are helpful (resources in the unit of one another's behavior), and (2) behaviors of others that are not helpful (including omitted behavior that is desired but not present). After this, the units met and each member shared one or more of his items while others in the group paraphrased the statement to assure clarity. Observers noted that the climate of the units during this sharing period was "tense and serious." They noted also that unit members "were being quite open and direct with one another."

At about 2:30 p.m., the CASEA consultants assigned staff members to cross-unit groups, and gave them the feedback from the interviews. Then they asked them to rank order those issues

identified as organizational problems. The CAs and the principal each joined one of the four cross-unit groups and acted as recorders.

After about forty-five minutes in these groups, the leadership team formed a panel to summarize the organizational problems that had been ordered in priority by the staff. They organized the problems into those to be solved by (1) cross-unit small groups, (2) unit groups, and (3) the leadership group.

The one issue listed for small cross-unit groups to work on was to create a "committee composed of one volunteer from each unit to design school-wide improvements in the curriculum." The units resolved to: (1) meet every Tuesday after school, (2) spend time in units discussing group processes, and (3) discuss relationships with the office staff and the auxiliary staff members.

At about 4:15 p.m., most staff members departed and the leadership team remained to commence work on the issues set before them. The issues were: (1) periodic meetings with the office staff, (2) clarification of the lunchroom and recess procedures, (3) clarification of the counselor's role—especially concerning procedures for contacting teachers, (4) scheduling of regular meetings other than when the units meet, and (5) meetings with paraprofessionals to clarify roles and work load.

These issues were earmarked for discussion and implementation at the next (first) meeting of the leadership team. The leadership team did go on record—at this point—as supporting: (1) feedback from the units to the principal about unhelpful procedures, (2) the units discussing their own group processes, and (3) the formation of a cross-unit curriculum committee.

The CASEA consultants' perceptions of the Palmer faculty on October 9 were: (1) the 1-2 CA was having difficulty with her role, (2) the 3-4 CA was feeling competition between units, (3) the 5-6 CA needed some time to supervise interns and to coordinate teacher schedules, (4) the principal should be performing more coordinating functions between the leadership team and the units, (5) the 3-4 unit was becoming "very cohesive and collaborative," and (6) there was much less complaining about student discipline than during the August workshop.

THE DECEMBER 5 INTERVENTION

Prior to the intervention, the CASEA consultants interviewed the Palmer staff, identifying their major concerns. There was some concern on the part of the consultants that the staff did not yet fully understand the functions of OD in the implementation of the multiunit structure, but the Palmer staff members were interested

in other things. Results of the interviews reflected concern on the part of the Palmer faculty with the implementation of technical (educational) changes. Basically, they were: (1) How should we define mini-courses and how will we implement them?, (2) Can we use team teaching in mini-courses?, (3) Can we expand the back-to-back reading program to the 3-4 and 5-6 units? and (4) Can we get clear support and direction from the leadership team to make these innovations? The December 5 intervention focused on these issues.

The meeting began at 8:30 a.m., with a CASEA consultant presenting an overview of the day's events. At 8:45, the district coordinator talked about his conception of a mini-course. He then asked the faculty to form buzz groups to identify the facilitating and restraining forces affecting the implementation of mini-courses. The buzz groups were then asked to discuss any mini-courses that they might undertake.

At 10:00 a.m., the CA of the 1-2 unit presented her unit's plan for back-to-back reading and each unit discussed the plan until 11:15 a.m. At this time, the principal talked to the staff about "the ground rules" for mini-courses. He seemed cautious about the implementation of mini-courses, but he supported the back-to-back reading program enthusiastically (the back-to-back reading program was originally devised at his previous school).

After lunch, the units met to develop action plans for a school-wide program of mini-courses, back-to-back reading, and team teaching. The principal and the counselor formed a fourth group to develop a master schedule for the school. They rotated among the unit groups, collecting data for their task.

At the end of the day, a consultant summarized the units' plans. The 3-4 and 5-6 teachers had agreed to implement the back-to-back reading program. Most of the Palmer staff members agreed to teach at least one mini-course and to try team teaching with at least one other colleague. The principal voiced his support for mini-courses and for moving in the direction of team teaching. After a few more favorable comments about the day, the event was closed. What follows is a historical description of the processes of structural change as they occurred in the three units.

THE 1-2 UNIT

At the start of the school year, the 1-2 unit was strongly favored by the principal. He had hand-picked the Curriculum Associate. In addition to her, three of the other teachers in the unit had worked with the principal in his previous school. At the outset,

they expanded the back-to-back reading program they initiated the year before. Although the rest of the staff was aware of this, frustration and confusion developed in a few weeks within the 1-2 unit. The teachers were concerned about the CA not having her own classroom, and about her being with the 1-2 unit for only half-time. The CA, herself, was increasingly dissatisfied with her job, and was becoming frustrated by her colleagues' reluctance to begin team teaching. There was also a lack of paraprofessional help that had been promised to the unit.

In her role as curriculum specialist, the CA coordinated communications across units, facilitated decision-making, managed the team's meetings, and directed the work of the paraprofessionals. At the beginning, the unit was highly collaborative in its planning and sharing, primarily due to the CA's ability to include everyone into the process. In an interview, the 1-2 CA noted that her greatest concerns were running meetings effectively, playing the role of the convener effectively, keeping the group on task, and getting group members to describe their feelings directly.

On October 5, a CASEA consultant attended a 1-2 unit meeting as a process consultant. He observed interpersonal participation patterns and discussed them with the group. He pointed out that: (1) three members dominated the discussion; (2) most members did not seem to be listening to one another; (3) numerous informal, side conversations occurred; (4) communication skills were not used; (5) the unit leader acted primarily as an errand carrier from the principal to the unit; (6) there seemed to be little concern for a withdrawn member; (7) some conflicts between individuals were evident and were not dealt with; and (8) the content of the meeting was of a "nuts and bolts" nature.

Discussion of the feedback focused on these points and the unit members agreed to rotate the convener role to stimulate interaction. After the meeting, the consultant and the unit leader discussed the maintenance functions of a group leader. The consultant pointed out that the unit leader had become so involved running the meetings and getting business accomplished that she seemed to have little energy left to observe and discuss the group's interpersonal processes. She also seemed to be taking too much responsibility for the group's work, having the effect of creating dependency on her within the unit. The consultant suggested several functions she might perform to facilitate the group in its tasks while also enhancing the group's social-emotional functioning.

October 20 Intervention. The CASEA consultants had identified several problems within the 1-2 unit. The part-time role of the

unit leader was confusing; the quality of unit meetings was low; few communication skills were being used; factions existed within the unit; and some unresolved conflict existed between two teachers. Three CASEA consultants designed a session in team building for the evening of October 20 to address these issues.

After a brief overview of the objectives of the session, it started with a "blind trust-walk." This was done by placing persons in pairs based on their having some feelings of discomfort with each other. Each participant then was asked to lead his blindfolded partner around the room. After ten minutes, the partners traded roles and continued the walk. A brief debriefing ensued after the walk to describe feelings about trust, and giving and receiving help. In the second exercise—entitled "Who Am I?"—unit members were asked to list ten attributes that best described themselves. After completing the statements, they were asked next to rank order them from the most to the least essential for their basic identity. Each individual then shared his list with the entire group. The consultants encouraged a discussion about the strengths and resources that were not being used in the unit.

After dinner, the CASEA consultants presented the following list of issues for a unit discussion: (1) the unit leader's role, (2) the general quality of meetings, (3) the use of communication skills, (4) factions within the unit, especially related to age, (5) the unit's reactions to the CASEA consultants, and (6) unresolved interpersonal conflicts among individuals.

During the discussion that followed, one member stated that she often was in conflict with another member over methods of discipline. The counterpart involved in the conflict also acknowledged the presence of an interpersonal tension. A third member pointed out that neither of the two ever described their feelings directly to each other and usually manifested their aggressiveness instead by joking or kidding around. Their actions during the trust-walk were cited as examples of how their defensive joviality was taking away from serious communication. Others began to describe their own feelings about this conflict. This discussion gradually evolved into expressions of positive feelings towards the two members that were in conflict. The session closed on a favorable note at 11:00 p.m.

Back-To-Back Reading. The principal had developed the back-to-back reading program several years prior to taking his position at Palmer. The 1-2 unit at Palmer quickly expanded the back-to-back reading program and it was functioning very effectively in the unit by the fall of 1970. Key to the 1-2 unit's success was the

effective use of auxiliary personnel, which left teachers free to teach reading to small groups. While one-half of the first and second grade students attended a variety of special programs, e.g., music, math, physical education, guidance, etc., the other half of the students were receiving instruction in reading. Halfway through the morning, the students were rotated.

The principal actively encouraged the other two units to try out back-to-back reading too, and proudly described the procedures of the 1-2 unit to visiting teachers and administrators. The plan proved to be so successful that many other schools in the district ultimately adopted it (including Spartan).

The major problem that the 1-2 unit encountered during the 1970-71 school year was that of getting different philosophies integrated into one consistent educational program, particularly getting some of the "traditionalists" in the unit to go along with team teaching. One teacher, in particular, seemed to resist efforts to increase collaboration and coteaching within the unit. But her resistance subsided as the year went on and as unit members continued to work together.

THE 3-4 UNIT

The 3-4 unit started off the year with several educational innovations. They began by rotating groups of students for curriculum areas and they created two reading groups—a children's literature group, and a "regular reading" group. They also took steps to introduce the use of audio-visual equipment into their teaching. Moreover, several of the unit members visited other schools that were implementing the multiunit structure. Several ideas and innovations resulted from these visits, including a special room set aside for the study of the American Indians. By and large, the unit members attributed their success in collaboration and planning to the August workshop and the October 5th follow-up session. Several commented during one of the interviews, "We couldn't have done this without the OD consultation."

Several problems also began to emerge in the unit during this early part of the school year. It seemed that one of the effects of long planning sessions involving several teachers at a time was an increase in behavioral disruptions among the students, who had been placed in larger groupings to free the several teachers for planning. The unit leader expressed frustration with this new planning structure late in November. At one point, he indicated there had been several weeks since the unit had met due to cancellations of meetings because of one or two absences. He also complained

of not being able to depend upon persons outside of his unit to release him from his classroom on a consistent basis. He noted that he had specifically taken on large groups of students during the morning to free teachers to work with interns, and he felt frustrated because the teachers were not following through with the interns. Finally, there were frequent complaints of how overburdened the unit leader felt with his new responsibilities.

Still, the instructional innovations continued as the year went on. In January, the unit developed a new reading schedule that provided for reading instruction to groups of ten students. The model was similar to the 1-2 unit back-to-back design, except that it occurred late in the morning. The unit used the special education teacher who met individually with the slowest readers. A program in which sixth grade students helped the third graders in the social living class also was implemented, and several retarded students were incorporated into regular 3-4 classrooms for an increasing number of activities. By February, the reading program was in full swing, using the back-to-back design. The unit reduced the amount of physical education, and began using a paraprofessional to teach science. The 1-2 unit leader began to teach language arts in the 3-4 unit, and the 3-4 unit leader moved over to teach science to the fifth grade. There generally were good feelings about these exchanges.

One of the effects of the large number of innovations tried out in the 3-4 unit during this short time was to create continuous change in procedures and scheduling. Perhaps the greatest burden of this situation was borne by the students. The 3-4 unit leader noted that "Changes in schedules are totally unreal to some children. Others ignore the schedules to do their own thing and get lost in doing it." The relationship between this situation and the aforementioned increase in behavioral disruptions among students is certainly a question to consider. One realization that became more and more obvious to the unit leader was "the total interdependence one has with several other people. You just can't stay in your own room and say the hell with it."

Finally, in the spring of 1971, looking back on the entire year, the 3-4 unit leader said, ". . . I personally felt it was a 'make it or break it' year, and that the school board wanted great things of that extra few bits they paid me. I therefore overloaded my schedule, took most of the unit duties, and tried to give the teachers extra planning time, especially if they were below forty and wore tight skirts. For these efforts, I earned two gold stars, several pats on the ass, and a classic case of self pity and exhaustion . . ."

THE 5-6 UNIT

Major innovations designed and implemented by the 5-6 unit early in the year were a complete program of mini-courses and an individualized, independent study program. During the latter part of the year, the 5-6 unit called in CASEA consultants to help the students themselves design aspects of learning centers that were to be implemented the following year. This will be described in greater detail later on. The unit was also successful in establishing a student council.

Actually, these innovations seem quite impressive in the face of the difficulties that the 5-6 unit experienced. The unit leader himself was well-liked; however, he did not seem to act often as a very powerful leader. In addition, the only time he was officially released from classroom duty to perform his duties as a unit leader was from 12:40 to 1:20 p.m. daily. During this forty minute period, he attempted to plan his work as a unit leader, supervise several interns, order unit materials, discipline students, and design an evaluation for the innovations in his unit. Obviously, he took a great deal of work home with him every evening. His average hours at work during the first six weeks of school, not counting the hours he worked at home, averaged forty-seven hours per week.

Among the major concerns that arose for the 5-6 unit early in the year was the movement of students which turned out to be disruptive to students and teachers in other classes. There seemed, as well, to be a lack of collaboration and some conflict within the unit. By mid-November, several 5-6 teachers decided unilaterally to change the schedule, without consulting the other unit members. This resulted in confusion, and in feelings of resentment toward the "changers." The unit leader cautioned everyone "not to make changes in schedule without prior discussion."

In another incident, tension was created between the 5-6 paraprofessional and some 5-6 teachers. The paraprofessional wished to be teaching younger children and did not show much commitment to the 5-6 unit. The principal saw the problem as the paraprofessional resenting her low pay. Her resentment was expressed in sloppy or incomplete tasks, in often coming to school late, and in being lax in keeping with the schedule. Early in 1971, the unit leader suddenly became very ill and was gone from school for a few weeks; the unit's plans for mini-courses and team teaching stopped until he returned.

In early January the unit began to discuss the idea of turning each classroom into a "learning lab" or curriculum center, with the idea of eventually rotating students among the classrooms.

In mid-February, one of the district coordinators responded to the unit's idea with the following memo:

I regret that I have not been able to spend more time with you during the past few weeks in planning for the transition to the learning lab program. My personal responsibilities as a student have placed a bind on my time. However, I am now ready to assist the unit in any way possible to get ready for the changeover to learning labs after this spring vacation.

The following list of items is provided to give you an idea of some of the things that I think need to be done before the actual change can take place. Perhaps these items can be assigned to individual unit members for study and problem-solving during the next few weeks.

- 1) Discussion sessions with each of the classrooms in the unit. (I met with one class—I will be happy to meet with the other classes—let me know—mornings are best.)
- 2) Listing of major goals and objectives of the program. How does it differ from the traditional program of instruction? What is the philosophy being accepted by the unit and the school in allowing for this change?
- 3) Arrangements for seminar sessions with the parents of students in the unit. Perhaps two sessions would be sufficient. I would suggest using the problem-solving sequence that we used in training the staff. The identified problem would be: the learning lab program at Palmer School 5-6 unit!
- 4) Planning of individually guided programs for students. Need to begin thinking and planning for student work contracts, behavioral goals for staff and students, individual guidance programs for teachers working with students, who will counsel whom?
- 5) Creation of evaluation tools for the total program as well as for student progress.
- 6) Initial decisions on what staff will do what tasks. Who will man the learning labs? Teacher's role—unit leader's role—paraprofessional's role—principal's role—parents' role.

The district coordinator met next with the 5-6 team to develop a plan for gathering information about students' hopes and ideas for learning labs at Palmer. He called on several CASEA consultants to facilitate the process. Together, they set up a program to involve all 105 of the fifth and sixth graders in designing the learning labs.

The program called for four phases of student training with CASEA consultants. In the first phase, one of the CASEA consultants prepared twelve students from the 5-6 student council to serve as group discussion leaders during the second phase. Using a

"cooperation exercise," the consultant introduced a simple definition of the "effective group," and provided them with some skills for leading discussions. During the second phase—occurring on March 8—all students came to the gym and formed into twelve groups with one student council member leading each group. These groups first went through the cooperation exercise, and then talked about how they worked together as a small group during the exercise. They discussed those behaviors that helped and hindered the group's effectiveness. Each small group next elected a recorder who received a large sheet of newsprint and a marker. A consultant then asked each group to list all of the ideas or statements that help describe what you would like to have in a "reading center." After clarifying "reading center," giving examples, and answering questions, the consultant asked the group to begin work.

Once completed, the recorders brought lists to the center of the gym floor where they were posted for all to see. Then each discussion leader read the list from his or her group to the other groups. Some ideas included: (1) boxes that kids can crawl into to read, (2) a part of the room where no teachers were allowed, (3) a coke machine, and (4) a tape recorder.

The third phase began in one of the teacher's classes, right after the large meeting in the gym. This group was convened by the district coordinator, and focused on "what went well?" and "what didn't go so well?" in the morning's large session. After a short discussion, they continued to list ideas for learning labs on math, physical education, science, and social studies. The students were split into four groups, and rotated lists every fifteen minutes. All of the other 5-6 students eventually did this same activity during the following week.

The last phase involved all of the students again going to the gym to participate in a discussion on "ways to involve parents in the learning centers." One class of students sat inside a fishbowl arrangement with other students around them. The district coordinator managed the session in which he used the "beach-ball technique," allowing only the person holding the ball to speak. The ball was rolled to whomever signalled to talk. The coordinator collected the ideas and gave them to the 5-6 team to use in planning the learning centers.

In summary, the 5-6 team—up until April 17—experienced high amounts of difficulty in working collaboratively; they seldom, however, called on the CASEA consultants for help—with the unit leader meeting only once with a consultant to discuss some problems he was experiencing. Unfortunately, the issues that the unit

leader raised as *his* concerns over and over in his notes and on agendas were actually the group's concerns. He seemed to be bearing most of the unit's burden. Issues of scheduling, discipline, and methods for teaching reading were listed by the unit leader as part of his work, yet they required the resources of the unit for resolution. The actions taken on many of the 5-6 agenda items continued throughout the year to be "plan on . . ." or "establish a model for . . ." instead of stating "who, what, when, and how."

The most significant events for the 5-6 unit were the training events experienced by the students. It is unfortunate that the 5-6 professionals did not receive an equal amount of consultation.

ROLE OF THE COUNSELOR

During the fall consultation by CASEA, the staff members expressed discontentment with the counselor's role. Some of the staff wanted her to spend more time in classrooms; others wanted her to help teachers to do their own counseling; some disliked any counseling outside of the classroom; while others thought she should openly discuss with them the feelings students had about their teachers. She was also expected to spend one-fourth of her time in remedial reading instruction with students. The counselor thus experienced conflicting role expectations from different parts of the staff.

Although the leadership team addressed the issue of conflicting role expectations of the counselor during the October meeting, not much was clarified. Subsequently, the principal developed a scheme that he thought would clarify expectations. He decided on some procedures that the counselor was to use for contacting teachers and receiving referrals from teachers. This procedure eliminated direct contact between counselor and children without informing the teacher first that the child was seeing the counselor. After the counselor saw a child, information was to be sent to the teacher summarizing actions the counselor recommended the teacher might take.

This solution was satisfactory to very few teachers, and the units clamored for changes in the counselor's role as did the counselor, herself. This problem simmered throughout the first part of the year, and surfaced in the three meetings of March 17, 19, and 30. The role of the counselor was discussed at all three of these meetings.

On March 17, the three units prepared a statement of their views on how the counselor's time and duties should be structured. There was one CASEA consultant present; he had been asked to

observe the group's processes. The entire staff assembled in the library and presented their plans. Unit by unit, they were:

1-2 Unit: Spend half-time in the classroom suggesting and carrying out activities. The other half was to be devoted to planning, advising, and conducting the 1-2 (or the rest of the staff's) "house" (homeroom) sessions.

3-4 Unit: Continue to administer standardized tests and share test information with the teachers. Teach in classrooms with regular teachers gone and work with teachers so that they might pick up her skills. They did not want students removed from the classroom.

5-6 Unit: Spend seventy-five percent of her time working with individuals, groups, parents, and act as liaison with the big brother and big sister program. Twenty-five percent of her time was to be used in providing individual reading instruction to slower students, testing, and providing reading and guidance materials to teachers.

On March 19th, a meeting of volunteers was held to summarize the above-mentioned points and to clarify where the conflicts were. One CASEA consultant attended the meeting to observe the group, and to provide feedback on their process. At the end of the meeting, the counselor was under strong pressure to adopt one of the models proposed by the units or face the possibility of being asked to work only part-time at Palmer. A memo from the principal stated that the district policy allowed a staff to employ either a counselor or a reading specialist. There was to be one more meeting on March 30 to discuss the counselor's role. The counselor asked a CASEA consultant to attend.

On March 30, 1971, the total staff met for two and one-half hours to discuss the issue. After a review of the first two meetings, the group focused on the amount of time the counselor was spending in personal counseling with parents. They defined her work as entailing home visits, but not parental counseling. They drew some specific parameters around her time in the school, and decided she should spend seven and one-half hours per week in remedial reading, twenty hours in "in-classroom," group, or individual student counseling, and five hours per week doing parent-student counseling. The particulars of this meeting were referred to the leadership team for more refinement and a specific role statement. We found no clear evidence that this was ever accomplished; however, the staff spent no more time on the role of the counselor during the year.

THE LEADERSHIP TEAM

The Palmer leadership team did not begin meeting until October, and then, meetings were held only on an "as needed" basis.

The leadership team received CASEA consultation five different times during the 1970-71 school year. At various times, the leadership team was referred to as the "core group" and the "leadership group" because some consultative activities in August included the secretary and counselor along with the unit leaders and the principal. Because of this, confusion arose about membership in the leadership team.

The postworkshop interviews indicated a variety of problems that would require cross-unit problem-solving and decision-making. The cross-unit work that piled up during the month of September put stress on the units and made the work of the leadership team even more difficult when they finally did meet. The principal added to the confusion by calling several total faculty meetings in lieu of leadership team meetings, and also making decisions unilaterally during the month of September. The inactivity of the leadership team became the focus for the October 8 workshop.

During that October workshop the staff generated lists of concerns for consideration by the "unit groups," for "cross-unit small group," and for the "leadership group." After most staff members left, the leadership group met to plot its future course. The team was to work on clarifying the role of the counselor, to meet with the paraprofessionals to clarify their schedules and workloads, and to commence meeting regularly.

The next formal leadership group meeting was called for November 24. A CASEA consultant came to act as a process consultant. When the consultant arrived at Palmer he heard that the leadership team meeting had been cancelled due to the 1-2 unit leader's illness. The principal then suggested they meet anyway. Since there was no preplanned agenda, the team began by generating some work that needed to be done. The list included: (1) the principal needed a "total staff survey of time spent in teaching and released time," (2) the 5-6 CA's overload of teaching, supervising interns, and other CA duties, (3) a suggestion to start up mini-courses, (4) use of student teacher interns to release teachers for visitation to other schools, and (5) evaluation of teacher-parent conferences.

Decisions made on these items were: each CA was to submit a time schedule of individuals in the unit; the principal was to route a memo asking teachers where and when they would like to visit; and teacher interns were scheduled to replace teachers. The leadership team also noted the favorable reactions of parents to the teacher-parent conferences. The units had designed a rotating schedule where parents moved from the unit classrooms to the gym to meet classroom teachers and specialists. The principal noted

"not one parent complaint followed the parent conferences this time." After the principal clarified his perception of mini-courses, the team postponed any action on them.

After the meeting, the CASEA consultant gave feedback to the team. He pointed out that no one had kept notes and topics were often brought up only to be dropped with no decision. He suggested that the leadership team work with the consultants on the next intervention design, and that perhaps they could raise some issues the group left hanging from October 8. The leadership team agreed to meet with CASEA on November 30, but indicated that returning to the October 8 items was "not a good idea."

On November 30, both CASEA and the leadership team shared their goals for the next intervention. The consultants wanted to "take them (the staff) where they are" and work towards increasing collaboration among team members. The principal wanted the intervention to move the entire school in the direction of adopting the "back-to-back" reading program as used in unit 1-2. He also supported getting mini-courses started. A subsequent December 5 session was to be focused on mini-courses and the "back-to-back" reading program. The consultants referred to the December 5 activities as a "curriculum intervention."

On February 24, two CASEA consultants arrived at Palmer, but found that the meeting was not firmly scheduled and there were no specific agenda items. The Palmer leadership team decided to go ahead with the meeting since the consultants had come to the school. The 3-4 unit leader began the meeting by describing that the fatigue and exhaustion among teachers "had taken its toll," suggesting the curtailment of innovative activities until after spring break. He also said the paraprofessionals had no time for planning or breaks and so they needed to adjust the aide schedule. The 3-4 and 5-6 units had also expressed intense interest in getting the student councils active. One consultant suggested that an intervention take place with students in the 5-6 unit to help them to set up their own government. The leadership team decided to follow-up this idea in the 5-6 unit.

After the date of CASEA's termination of consultative help was announced, the group devoted time to debriefing the consultants' role. Initially, they saw the consultants as observers, but they became more of a motivating force as the meetings progressed. One person stated, "Little would have been done until after vacation if you hadn't been here." After this meeting, the consultants encouraged the leadership team to plan their next steps, perhaps a team meeting at a unit leader's home, to set goals for the school.

On March 31 the leadership team met at the 5-6 unit leader's home, where he was recovering from his illness. No CASEA consultants were present, but both of the district coordinators were there. The coordinators listed the agenda: (1) Where are we after one year in the project? (2) Where are we going—what is the ultimate school? (3) What should the focus be of the April 17 workshop with the CASEA consultants?

The group thought great strides had been made in interpersonal relationships at Palmer. They cited an increased willingness to compromise on the staff, and less polarization, to evidence this change. However, feelings of "possessiveness—my kids, my room" still existed. Staff members still lacked uniform guidelines and procedures for student discipline, and they agreed that desperation measures—"verbally abusing children"—should be eliminated. This should be replaced by a positive set of procedures. They also suggested that perhaps assigning students to units instead of teachers and doing away with grade level-distinctions might be a good idea.

With regard to "Where are we going?," the group considered the creation of learning centers as a viable method for presenting instruction. They cited a need for an increased emphasis on reading and math in grades 1-4, establishing interest groupings in 5-6, balancing the number of classes students select with teacher-selected courses, evaluating students according to an individualized system, and attempting to facilitate students' feelings of success and enjoyment in school.

The group expressed feelings of accomplishment during the debriefing. The ideas generated during this meeting were used in designing the April 17 intervention.

In summary, the leadership team experienced these events: their meetings were infrequent, the unit leaders did not push the principal to call meetings, meetings were easily cancelled or postponed, and crucial decisions were often left for later. At no time did the leadership team take initiative in designing interventions or in asking for help from consultants. The leadership team played an insignificant part in clarifying the role of the counselor; whereas, they might have handled this role clarification efficiently themselves, they chose to refer it to total staff meetings. It is important to note the frequency of illness within this group. The three team leaders evidenced signs of stress (frequent absences) during this year, including a six-week absence of the 5-6 team leader.

The leadership team exhibited its potential most when planning or setting goals for how Palmer might look as an ideal school in

the future. Although team members had useful and exciting ideas, and high motivation to work hard for Palmer, getting the ideas into action was frequently very difficult.

THE PRINCIPAL

There were several indications that the principal had difficulty breaking away from old ways of doing things. He called regular faculty meetings, rather than calling leadership meetings. He unilaterally decided to shift the 1-2 unit leader to half-time, failed to support the 5-6 unit leader actively with the paraprofessional problem and individually decided on a procedure for the counselor to use in receiving referrals from teachers.

In mid-October, he routed a "staff response memo," asking staff opinion about parent conferences and their scheduling. He summarized ideas that he "recommended for consideration" on the dates, times, and manner of setting up the parent conferences. The staff was to respond by checking either: "concur in essential agreement with the following modifications and suggestions," or "basic disagreement with an alternative plan submitted separately." The memo also asked for responses on 1-2 or 3-4 unit drama productions allowing the staff to indicate which production they preferred, the date, and the location of the play.

Once the memos were returned and tabulated, the principal made both decisions. This procedure took the place of a leadership meeting and group problem-solving and decision-making on these matters. This sort of decision-making behavior was typical of the mode the principal used prior to the 1970-71 school year. The procedure avoided meetings where confrontations might occur, leaving the principal to make the decisions alone but based on data. One staff member at Palmer referred to this style as, "behind-the-scene decision-making."

The principal actively supported the 1-2 plan for back-to-back reading. The 1-2 unit contained four teachers who had taught at the previous school, in which the principal had tried the back-to-back reading plan. He gave full support, resources, and ideas to help the 1-2 unit maintain this innovation. He also saw himself as having "planted the seed for the learning centers . . ." and later referred to them as "the best instructional model that I've seen in an elementary school."

The principal indicated several times to the consultants that he felt considerable resentment toward one of the district coordinators. In the principal's words, "The coordinator's interview approach early in the year tended to polarize the staff. He was talking

to people that I felt had defected from the group." The principal added, "I think the coordinator did not fully perceive the 'in-out' complexities of the staff, stemming from those teachers I had worked with previously remaining cohesive, but also upon reactions of the original Palmer teachers to newcomers, including myself." The principal continued, "Perhaps he talked to those he did to prove my hypothesis . . . I figured I was well enough established so that divisive tactics wouldn't blow me out; he could have been a more unifying force."

This tension between the district coordinator and the principal was never really brought out in the open during the 1970-71 year—though both of them, as well as most of the Palmer staff, later reported the conflict.

Just before the school year ended, two teachers from the 1-2 unit applied for a position in the 5-6 unit the following year. "I vetoed the less experienced teacher and gave it to the most experienced one. There was some resentment about this in the fifth grade, . . ." and "the teacher who got the job resented the way the decision was made—I made it." But, the principal added further, "I made it objectively with no particular bias . . ." based upon the need for more experienced teachers in the 5-6 unit.

The principal, after the full year of OD consultation, noted that, "I have never thought of myself as autocratic . . . , but, I could see it." He went on to say, "The OD consultation leaves a capability for communication in spite of my lack of skill in keeping it active . . ."

APRIL 17 EVENT

The CASEA consultants had notified Palmer they would not continue to provide consultation after April 30. In response, the coordinators requested and obtained district financial support for a full-day workshop on Saturday, April 17. The Palmer staff agreed to attend.

The consultants reviewed the state of affairs at Palmer in preparation for the intervention: a series of exciting and provocative goals were generated at the meeting of the leadership team on March 31 (among them was assigning students to cross-unit mini-courses); the leadership team was not yet a fully functioning unit; the 1-2 unit had developed and implemented a back-to-back reading program; the 3-4 unit had successfully implemented several innovations using rotating schedules; and although the 5-6 unit had not yet attempted coteaching, they were about to try it along with some mini-courses.

In view of the above, the consultants thought that high priority should be given to attaining some agreement on the goals established on March 31 and then planning to implement these goals. They decided to focus the decisions around the question, "What can we be working on during the next month to get moving toward the open concept and freedom-to-learn?" Other events for April 17 were to focus on a review of project goals, the design of multi-unit structure and the function of the unit leaders as a "link-pin," i.e., facilitating the flow of two-way communication between unit and leadership team.

On April 17th, the consultants opened the session at 8:30 a.m. with a review of the project goals, the multiunit structure, the link-pin function of the unit leaders, and by summarizing the changes they saw during the year at Palmer. At 8:45, the staff was divided into "buzz groups" and asked to list "things that were done well this year." Some statements listed were: (1) better use of staff resources; (2) 1-2 and 3-4 working well as units and grouping in reading; (3) unit planning has contributed to better feelings in groups—it was exciting and stimulating; (5) children are happier, more responsible for their actions and are being included in decisions; and (6) group agreements were implemented with children in classrooms. By 9:20, each unit met to generate a list of ideas about "what we could be working on during the next month to move toward the open concept and freedom-to-learn?" After twenty minutes, the unit leaders and principal met in a fishbowl arrangement and each unit leader summarized his unit's views. Then the leadership team was asked to narrow down the suggestions to several concrete goals for the staff to work on that day and to implement during the next month.

This task was extremely difficult for members of the leadership team and they could not make a decision. After considerable pushing and tugging, the 5-6 unit leader asked for more time with his unit. The units reconvened and the consultants conferred among themselves. The consultants then asked the staff to form cross-unit groups and to generate and prioritize an agenda for the afternoon. At 10:45 the new groups began working and at 11:45 came up with the following:

Group 1: (1) We would like a decision as to whether or not the 3-4 and 5-6 units will collaborate on learning centers and mini-courses. (2) We want intra-school visitation to be scheduled so teachers and parents meet each other. (3) We want the leadership team to preplan next year's program during their week of summer planning. (4) We want the staff to reach a definition of

individualized instruction. (5) We want the staff to reach a decision on using the "Glasser approach" for school assemblies, and whether to use it to discuss topics such as personalizing the school.

Group II: (1) We need to decide when we will start our learning centers, how many of them we will start, and how to get them going. (2) We would like to divide this afternoon's session into half-hour sessions, setting aside one session for unit meetings in one curriculum area of specialization with a preassigned convener.

Group III: (1) We want to plan a program to inform parents about learning centers. (2) We want to plan for mini-courses and cross-unit learning centers. (3) We want to plan to exchange teachers between units.

The conveners of each cross-unit group reported their groups' concerns in a fishbowl and decided to have the 5-6 unit meet with representatives from other units to begin planning cross-unit learning centers. The other two units (minus their representatives) were to pick one priority topic from the lists and develop a plan to get it started.

At 12:30, the groups returned from lunch and followed the day's plan. At 1:40, each of the units shared their plans regarding what they would implement within the next thirty days. Finally, everyone was asked to jot down on an index card one or two ideas about an "ideal Palmer for next year." These ideas were shared in dyads, then in small groups, and later with the total staff. The staff debriefed and departed.

ROLE OF THE DISTRICT COORDINATOR

The district coordinator worked with the Palmer staff most of the year in the role of a technical consultant. In this role, he was to come up with specific procedures, recommendations, and information about differentiated staffing, multiunit structure, and team teaching. During the August workshop, however, the coordinator acted as process consultant along with the CASEA consultants. This probably gave rise to some subsequent confusion on the part of the Palmer staff about the distinction between the coordinator and the CASEA consultants. The confusion was compounded by the fact that the CASEA consultants, on at least one occasion, did put on the "expert hat" and give input on specifics of the multiunit structure.

Another source of confusion could have been that the district coordinator had designs and models of how a multiunit structure might look, and he explained these models to the Palmer staff many times. He was not advocating any one specific model, only

describing them. At the same time, the CASEA consultants and the coordinator were asking the Palmer staff to develop their own form of the multiunit structure, based upon the unique skills and resources that existed on the staff. These seemed to be conflicting messages to many staff members.

The two district coordinators summarized their thoughts about their roles in a report submitted to the school district. Parts of that report follow:

During the first six months of the project, it was very difficult for us to communicate the main purpose of the project to staff members in the project schools. The staffs had to be reminded again and again that the intent was not to dissolve the self-contained classroom nor to create subject matter specialists out of teachers, but to provide them with the skills to develop with other colleagues a program utilizing the strengths of both the self-contained classroom and team teaching . . ."

The principals and curriculum associates were encouraged to seek out alternative methods for organizing for instruction. We introduced the ideas of open concept schools, of the English free-school program, and of learning centers as possible alternatives.

Not until the last two or three months of the first year were some teachers beginning to talk seriously about planning ways to incorporate some of these ideas into their programs."

A major issue that surfaced concerning the district coordinator was his relationship with the principal. In the early phases of the project, there were signs of tension between the coordinator and the principal. Frequently suggestions made by the coordinator to the principal were ignored or dropped. In a variety of ways, the coordinator's efforts to make helpful suggestions seemed to be taken by the principal as an infringement on his rights, duties, functions, and power. In addition, the coordinator seemed to act strongly in those areas in which the principal lacked skill, e.g., running meetings and managing activities efficiently.

The conflict remained just beneath the surface throughout the first year of the project. When the coordinator would attempt to contact the school to see if he could visit with the leadership team, he would often find out that the principal had not called the meeting. When the coordinator did get together with the leadership team, there was frequently no preplanned agenda, and the role of convener was left vague. He would then suggest several procedures for running more efficient meetings. It is easy to see how the principal experienced this as the coordinator's indirect way of telling the principal what he was doing wrong. There were

indications that the coordinator's monitoring of attempts at innovations gave the staff members the feeling that it was *his* innovation, not theirs. This issue surfaced toward the end of the year.

The staff failed to see how implementing multiunit structure would solve their problems. If anything, such implementation seemed to lead to more problems and work. The "problem" was perceived by the staff as belonging to the district in general and more specifically to the coordinator. Their feeling was that by accepting the multiunit structure, they could solve the coordinator's problems but would increase their own problems.

Statements from staff members shed some light on the coordinator's role. Selected members of the staff reported that they felt the coordinator's pushing them into teaming and innovative arrangements caused some resentments. In turn, wherever these plans fell short, Palmer staff members blamed the coordinator or the CASEA consultants. After all, it was "their idea." One staff member's report on the coordinator stated: "The coordinator made a noble effort to get the leadership team to meet, but speaking for myself, I was probably more interested in survival than anything else." A summary of the district coordinator's role taken from a staff member was: "Outside influences such as the coordinators cannot basically change the workings of a school, as we all run a little afraid of our jobs and will eventually make him the scapegoat for all our problems . . ."

CASEA'S PERSPECTIVE ON THE YEAR

From the interviews during late September, the consultants concluded that Phase I of the year's design had been completed during the week following the August workshop. Whether or not the problem-solving did indeed lead to reduced frustrations and to new satisfactions can perhaps be surmised from the effects of the problem-solving groups:

1. Some positive changes were noted on the part of the principal as a consequence of his participation in a problem-solving group on the role of the principal. He met with his secretary to clarify office procedures early in September and he ran two very efficient faculty meetings during the first two weeks in September.
2. The group on implementing more "humane treatment of staff and students" stimulated staff discussion during the week following the workshop.
3. The group on student behavior started up the student council on September 8 and had them discuss needed rules for student behavior.

4. The group concerned about interpersonal relations and communication among the staff identified the issue as a "lack of seriousness impedes effective communication" but was unable to set forth a specific plan of action.

The consultants reported that Phase I had ended by stating that: "Our diagnosis was that there was a need to direct immediate attention toward communication links between units . . . and the lack of a functioning leadership group."

Attention to Phase II commenced with a four-hour meeting on October 9. This phase continued with a four-hour team-building intervention for the 1-2 unit on October 20.

Phase III began with the leadership group meeting on November 29. The December 5 meeting that followed moved the staff along a great deal toward building an innovative program. In addition, the principal attended a twelve-hour workshop on leadership in a unitized structure on January 27, 1971.

For Phase IV, evidence of coplanning and coconsulting with the leadership team began in November when the leadership team was consulted on the December 5 meeting, and continued with the March 31 "planning and goal-setting" session which provided the basis for the April 17 intervention.

CASEA persons (including the coordinators when acting as consultants) were in "contact" with the Palmer staff during 1970-71 for a total of 65 hours. By multiplying the number of hours times the number of persons at each "contact," the total person hours was 149.5 hours. Taking the 65 hours of "contact" and looking only at consultative "interventions" (not planning or interviews), the consultants worked a total of 49 hours. The project coordinator acted as a CASEA consultant 21.5 hours during 1970-71.

In summary, the four phases were based on a conception of increasing the school's ability to assess its own goals and effectiveness and transferring the self-renewing capabilities from the consultants to the Palmer faculty. The first phase was completed without CASEA help; the other three phases were dealt with to varying degrees throughout the year. No phase was fully implemented as planned in our conceptualization.

Chapter VI

Comparison of the Organization Development Schools

In this chapter, we will further describe events that took place at Spartan and Palmer from 1970 to 1972, and we will present quantitative data to show the degree to which each school changed its organizational structure. Although these data indicate that both schools changed their instructional structure, they also quite clearly show that Spartan changed more than Palmer in the direction of becoming a multiunit school. The data, moreover, give us a picture of how the two schools differed before the consultation, what sequences each school followed on the way to a multiunit structure, and how the schools differed after the new structures were put into operation. We begin this discussion by describing the research methods that were used.

DATA COLLECTION AND ANALYSIS

A team of data collectors amassed information before, during, and after the OD consultation. One of the coauthors of this volume served as the coordinator of the team. The team administered a large compilation of questions on the social-psychological and

organizational dynamics of the two schools in the springs of 1970, 1971, and 1972. The team also had access to all memos written by the CASEA consultants concerning the two staffs, copies of all documents prepared by the staffs about the project, and copies of the special logs that were kept by the team leaders during the 1970-71 school year. Finally, the data collection team visited both schools late in the fall of 1972 to interview staff members and assess the kinds of structural changes that were being sustained.

The data typically were analyzed from the perspective of "goodness of fit." We tested whether the discrepancies between what we observed from year to year and what we expected in the "null sense" were greater than would reasonably be attributed to chance fluctuations. We accordingly used the chi-square statistical test. Pretest data, collected before any OD consultation, constituted the expected frequencies, while the obtained frequencies were derived from the posttest data each year. The Yates correction was used whenever the number of categories in any particular chi-square analysis were very low. Detail on the statistical analysis is found in Murray (1973).

METHODOLOGICAL PRECAUTIONS

In evaluating the results of this project, we have attempted to adopt a design close to the "clinical-experimental" paradigm created by Miles (1965). Miles' design for evaluating interventions included four key components: (1) a formal division of labor between the interveners and the evaluators; (2) data are collected both clinically (a detailed running account of the consultation before, during, and following the major intervention) and experimentally (by preplanned measurements of treatment and control groups); (3) the interveners obtain information from the client group in order to make short-range predictions about variables the intervention would affect; and (4) the evaluators make theory-based predictions about the impact the consultation is likely to have on specific variables.

We have attempted to use Miles' points to guide our evaluative procedures in this project. First, we made definite and formal distinctions between the OD consultants at Spartan and Palmer and the evaluators at each school. To sharpen this division of labor the evaluators, whom we called documentors, were forbidden from discussing their observations with the consultants while the OD consultation was underway. Neither their descriptions of the consultation, nor any of the questionnaire data were seen by the consultants until after the OD consultation was over. The

consultants collected their own "clinical data," while the documentors collected "experimental data." The consultants used their data to guide the consultation as it was proceeding; the documentors used their data to answer more theoretical questions about using OD to establish professional teams in elementary schools.

Although both sets of data were combined after the intervention for the purpose of preparing this monograph, particular chapters contain more of one type of data than the other. Chapter 3, for example, is made up almost entirely of data collected by the consultants. Likewise, chapters 4 and 5 are constituted mostly of consultant-data, but some documentor reports are included. Also, some of the data in chapters 4 and 5 were derived from staff memos and the logs of team leaders. To increase validation of the historical data, we asked staff members at both Spartan and Palmer to read chapters 4 and 5 and to inform us of errors.

In this chapter, most of the data were amassed and analyzed by the documentors. We will report analyses of the quantitative data collected in 1970, 1971, and 1972, as well as the documentors' observational data from the August 1970 workshop and the consultation during the 1970-71 school year. We used these "experimental data" to test the sorts of theoretical concepts that have already been described in other publications (e.g., see Schmuck and Runkel 1970; Schmuck and Miles 1971; or Schmuck, Runkel, Saturen, Martell, and Derr 1972). Through a careful analysis of the outcomes of the 1970-71 year at Spartan and Palmer, we hoped to shed light on the differences in acceptance of multiunit structure between the two schools.

MULTIUNIT STRUCTURES AT SPARTAN AND PALMER

More than a year after the completion of the OD consultations at Spartan and Palmer, we returned to the schools to assess the degree to which each school had moved toward a multiunit structure. Several of us interviewed the team leaders and the principal of each school using a taxonomy suggested by our CASEA colleagues, Richard Carlson, W.W. Charters Jr., and John Packard. The questions were grouped under three rubrics having to do with the social structure of the schools.

STRUCTURAL DIVISIONS

First, does the structure of the school have teaching teams in the form of units, formally designated team leaders, and a leadership team? Are the students assigned to a teaching team in contrast to a specific teacher?

INSTRUCTIONAL STAFF AND COORDINATION

Second, are there special personnel who assist the teams with instruction, such as paraprofessional aides and clerical aides? Are teaching interns a part of the teams? Do the teams and the leadership group meet regularly? How often do they meet? Are the team leaders' functions clearly differentiated from those of the teachers; e.g., are the team leaders responsible for supervising instructors, coordinating instruction in the unit, bringing in new ideas and outside consultants, and running the team meetings?

JOINT INSTRUCTION AND INSTRUCTIONAL MATERIALS

Finally, is there evidence of actual team-teaching; e.g., do two or more teachers in a unit share the same group of students and carry out instruction together? Do two or more teachers plan a curriculum cooperatively? Are instructional decisions made by the unit rather than the individual teacher? Is the unit charged with selecting texts, curriculum materials, and resources?

TABLE 1
Number of Leaders (among Total of Four)
in Each of Two Schools Affirming the Presence of Indicated
Features of Multiunit Structure in 1972

Structural Divisions	Spartan	Palmer
Teams of cross-grade teachers exist	4	4
Leadership team exists	4	4
Teams or units have a leader	4	4
Students assigned to units	4	2
Instructional Staff and Coordination		
Instructional and clerical aides exist	4	4
Teacher interns are assigned to each unit	4	4
Specialized teachers meet with units	4	4
Units meet regularly	4	4
Leadership team meets regularly	4	1
Team leaders have differential responsibility	3	1
Joint Instruction and Instructional Materials		
Curriculum associates teach in teams	3	1
Knowledge of others team teaching	4	0
Existence of cross-team curriculum committees	4	0
Units make binding curriculum decisions	3	0
Units select texts and curriculum guides and use audio-visual resources	<u>4</u>	<u>3</u>
	57	36

During interviews with team leaders and principals, questions were asked about each of the activities listed above. The answers were categorized simply as "yes" or "no" responses. When the three team leaders and the principal of a school affirmed the existence of an activity representative of the multiunit structure, we gave a score of four points to the activity. If fewer than four stated that the activity was going on at the school, we counted the "yes" responses and gave that activity a score of one, two, or three, depending on the total number of affirmative responses. Table 1 summarizes the responses from Spartan and Palmer.

The data in table 1 show that the respondents from both schools perceived the presence of structural divisions and the appropriate instructional staff and coordination for the multiunit school. Significant differences between Spartan and Palmer had to do with the functioning of the leadership team, the role of the Curriculum Associate (team leader), and most particularly with joint instruction, team teaching, cross-unit committees and unit-based curriculum decision-making. Obviously, Spartan and Palmer differed greatly on their extent of unitization.

Interviews with additional staff members at both Spartan and Palmer corroborated these findings. Furthermore, this subsequent round of interviews revealed that all three units at Palmer had attempted joint instruction and collaboration among teams during the 1970-71 school year (the year of the OD consultation), but that by the late fall of 1971, these manifestations of the multiunit school had all but disappeared. In contrast, Spartan staff members reported that, while there was not much joint instruction and collaboration among teams during the 1970-71 school year, increasing amounts of collaboration occurred in all three units throughout the 1971-72 school year.

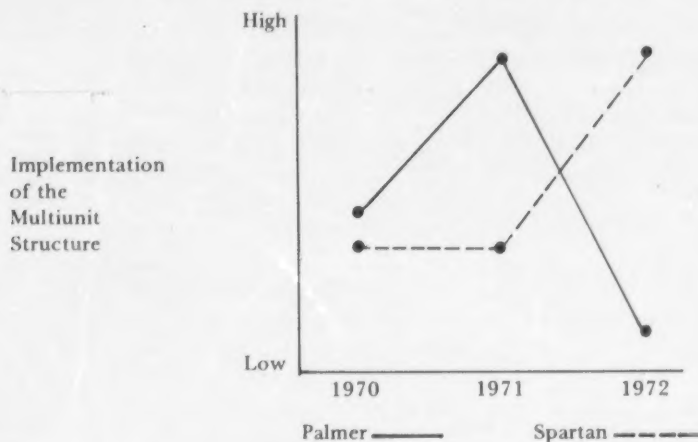
In other words, these data indicated that in the first year of multiunit operation, Palmer moved very quickly into a multiunit structure while Spartan moved much more gradually. By the middle of the second year, Palmer's multiunit structure began to fade away, while Spartan's multiunit structure was becoming fully developed. Typification of the movement toward multiunit structure in the two schools over a two-year period is presented in figure 5.

SOCIAL-PSYCHOLOGICAL CHARACTERISTICS

Considering the typification of movement described in figure 5, we decided to analyze other data over the same two-year period to see if they would shed light on what was going on at the two schools. These data were about particular social-psychological

FIGURE 5

Typification of the Movement toward Multiunit Structure
in Two Schools over a Two-Year Period



characteristics of the two schools. From our own theory and experiences, as well as from the research of others we chose to focus on five core social-psychological characteristics of the two schools.

First, we theorized that the staff's clear understanding about the multiunit structure and its attendant activities would facilitate successful movement toward the structure. Therefore, we selected *goal clarity* as a key social-psychological characteristic to look at over the two-year period. Second, we theorized that the staff's readiness for changing interdependencies could facilitate or inhibit both active participation in the OD consultation and movement toward the multiunit structure. Therefore, we decided to investigate changes in our measures of *staff readiness for change* over the two-year period.

Third, we theorized that the feelings teachers have about their jobs and about their interpersonal relationships would relate to successful movement to a more interdependent structure. Therefore, we looked at changes in *satisfaction with job and relationships* in each school over the two-year period. Fourth, we theorized that the staff's (teachers and principal) sharing of decision-making power would facilitate movement toward the new structure. Therefore, we decided to monitor changes in the schools' *influence*

structures, especially in terms of staff members' perceptions, over the two-year period. Finally, we theorized that the staff's norms about collaboration could facilitate or hinder movement toward the multiunit structure. Therefore, we looked at changes in the *norms for collaboration* in the two schools over the two-year period.

GOAL CLARITY

Between the spring of 1970 and the spring of 1972, we expected the OD staffs to gain increasingly more agreement with regard to such educational goals as: (1) encouraging creativity among students, (2) maintaining an orderly and quiet classroom, (3) enriching the course of study or curriculum, (4) giving individual attention to students, (5) diagnosing learning problems of students, (6) coordinating classroom activities with other parts of the school program, (7) insuring the students learn basic skills, (8) solving personal problems of individual students, (9) developing student ability in analytical reasoning and problem-solving, and (10) developing the aesthetic potential of students.

Since Pellegrin (1969b) showed that multiunit staffs ranked number four (giving individual attention to students) first and that self-contained school faculties ranked number seven (insuring the students learn basic skills) first, we expected a similar result here. Following our typification of movement toward multiunit structure in the two OD schools over a two-year period, we expected both staffs to choose "individual attention" in 1971, but only the Spartan staff to choose it in 1972. We also expected the percentages of staff members choosing the preferred goal statements to increase over the two-year period.

The results for Palmer generally concur with our expectations. For example, the highest ranking choice in 1970 was "insuring the students learn basic skills"—the choice Pellegrin found to typify traditional elementary schools. The second choice in 1970 was "encouraging creativity among students;" the importance of this educational goal for Palmer teachers perhaps predisposed them to support the notion of a multiunit structure. In 1971, the Palmer faculty rated "giving individual attention to students" first—the choice Pellegrin found to typify the multiunit faculty. The second choice in 1971 was "enriching the curriculum of the classroom." By 1972, the Palmer faculty had returned to their 1970 rankings of first and second. In other words, the Palmer staff's behavior with regard to goal-setting followed their movement toward multiunit structure, then away from it, over the two-year period.

The results for Spartan did not agree with our expectations. In 1970, the first and second choices respectively were: "giving individual attention to students," and "insuring the students learn basic skills." These two choices were reversed in order by the spring of 1971. In other words, the Spartan faculty embraced multiunit goals before the OD consultation, and then—after a year of OD—moved in the more traditional direction. Interestingly, the goal of "giving individual attention to students" returned to first place in 1972. Could it be that the 1970 results at Spartan indicate a readiness for that staff to move in the direction of a multiunit structure? Could it be that the slow movement toward multiunit structure at Spartan during the first year (1970-71) was associated with a search to maintain high standards and to insure that the students would learn basic skills?

The results for both schools confirmed our expectation that the percentages of staff members choosing the preferred goal statements would increase over the two-year period. We believed increasing agreement would occur because of the increased communication, goal setting, and problem-solving in the OD consultation. At Palmer, the percentage of faculty members agreeing on the same first choice moved from 47% in 1970, to 52% in 1971, to 55% in 1972. The trend in the direction of more goal agreement at Spartan was 48% in 1970, 66% in 1971, and 67% in 1972. Note that the Spartan staff members showed more agreement with the first choice than the Palmer staff members for all three years, and that the difference in agreement levels between the two staffs in 1972 was 12%. Remember, too, that the Spartan staff was larger than the Palmer staff, making it more difficult for the former faculty to arrive at such high agreement about educational goals.

To measure the state of goal clarity at the two schools in another way, three questions regarding the availability of written goal statements were asked: (1) Does this school have goals for its work that most everyone agrees with? (2) If it does, are the goals written down anyplace? and (3) If they are written down, do you have a copy? Figures 6, 7, and 8 display graphic illustrations of the percentages of staff members at the two schools answering *yes* to these questions.

Notice how in each of the figures the results follow the typification of movement toward multiunit structure depicted in figure 5. We know that Spartan, for example, gradually moved toward the multiunit structure during the two-year period. Goal clarity, as measured by the above three questions, also moved upward (in the direction of a higher percentage of faculty in agreement) at Spartan

FIGURE 6

Percent of Respondents Answering Yes to:
"Does This School Have Goals for Its
Work That Most Everyone Agrees with?"

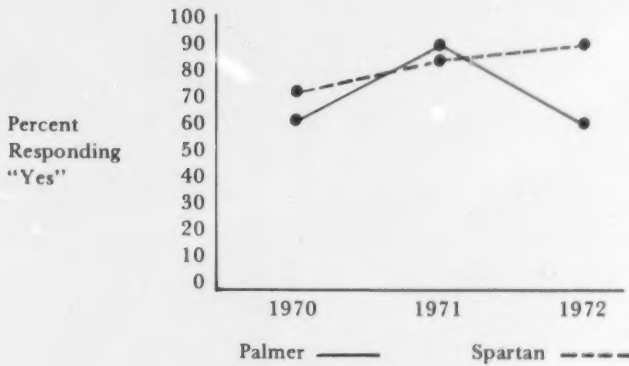


FIGURE 7

Percent of Respondents Answering Yes to:
"If This School Has Goals, Are the
Goals Written Down Any Place?"

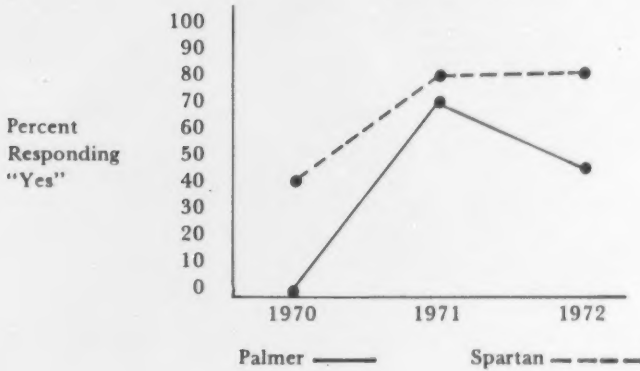
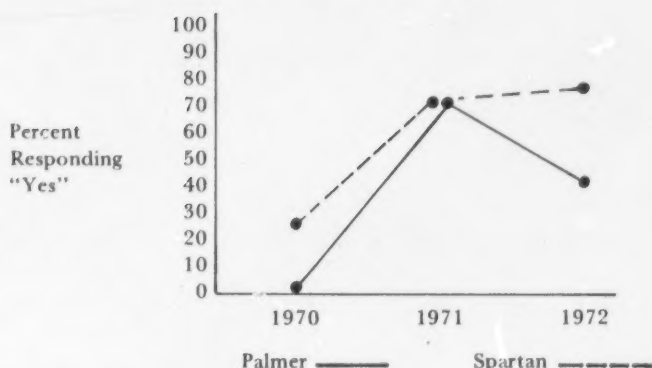


FIGURE 8
Percent of Respondents Answering Yes to:
"If the Goals Are Written Down,
Do You Have a Copy?"



during the same period. We believe that the success that the Spartan faculty experienced in moving toward increased interdependence was greatly facilitated by this increase in goal clarity. At Palmer, on the other hand, the fade-out in multiunit structure during the 1971-72 school year (as depicted in figure 5) was accompanied by a decrease in goal clarity during that same year. Although the dynamics of causality are ambiguous, it appears obvious that the development of a multiunit structure is highly associated with a faculty having its goals in focus.

A look at these data in more detail reveals other aspects of the association between changing interdependence on a faculty and its goal clarity (for the data in tabular form, see Murray 1973). For instance, changes in the percentage of "don't know" responses follow the same typification of movement. In 1970, 42% of the Palmer faculty and 29% of the Spartan answered "don't know" to "Does this school have goals for its work that most everyone agrees with?" Then, after one year of OD consultation, both faculties in 1971 show precipitous declines in their "don't know" responses. Only 4% at Palmer and 7% at Spartan answered "don't know" in 1971; those declines from 1970 to 1971 are statistically significant at both schools. And then in 1972, don't-knows at

Palmer rose to 19% while don't-knows at Spartan declined to 6%. The rise in don't-knows at Palmer was statistically significant. Don't-know responses to the questions shown in figures 7 and 8 showed similar patterns for both schools. Thus, while Spartan staff members became more certain of their goals over the two-year period, the Palmer staff members became more certain as they moved through the OD consultation but dropped off in certainty once the OD consultation was over. Their drop-off in goal clarity accompanied a fade-away of the multiunit structure.

Another interesting question about goal clarity has to do with reactions to personal goal accomplishment for each of the staff members at Spartan and Palmer. Figure 9 displays responses to the question, "How satisfied are you with the progress you are making toward the goal you set for yourself in your present position?" Notice how Palmer staff members moved upward in satisfaction the first year and then downward the second, while the Spartan faculty stayed about the same the first year and moved up during the second year of the project.

Somewhat similar trends were found in answers to the question: "How often do you discuss goals in formal occasions?" Figure 10 shows that the Spartan faculty made little change in its frequency of goal-related discussions. On the other hand, the data show that the Palmer faculty increased its goal discussions greatly in 1971 and then backed down significantly in 1972.

In summary, data about goal clarity for Spartan and Palmer tended by and large to follow the typification of movement toward the multiunit structure shown in figure 5. Except for the Spartan responses to the frequency of goal discussion in formal occasions (figure 10) and Palmer's increased agreement during 1970-72 on the most salient educational goal (47%-52%-55%), all of the other results on goal clarity followed the pattern of a gradual and steady movement toward unitization at Spartan and a movement first toward and then away from unitization at Palmer.

We believe that these data also indicate that conditions related to goal clarity that existed before this project commenced could have facilitated movement toward unitization at Spartan. Remember that the Spartan faculty started out with considerable agreement (48%) around the goal of "giving individual attention to students." Remember also that the Spartan faculty was larger than the Palmer faculty. Such early agreement toward a multiunit goal could have predisposed the Spartan faculty to be receptive to changing their functional interdependencies. Let us turn now to a more direct look at readiness for change at the two schools.

FIGURE 9

Percent of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Progress You Are Making
 toward the Goal You Set for Yourself in Your Present Position?"

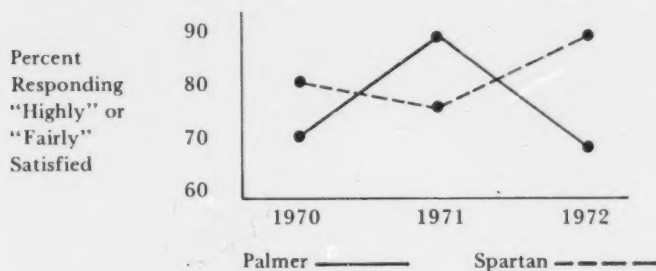
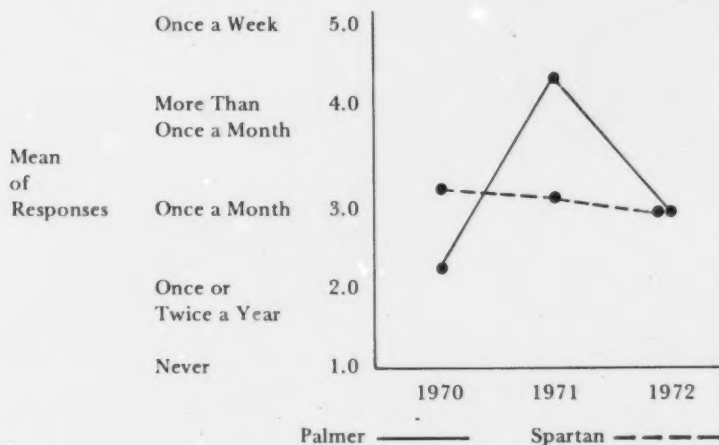


FIGURE 10

Mean Number of Respondents Giving Indicated Answers to:
 "How Often Do You Discuss Goals in Formal Occasions?"



STAFF READINESS FOR CHANGE

A key to success in implementing the multiunit structure is for staff members to be able to deal effectively with disagreements. They must be able to state positions clearly, let their feelings be known, and deal collaboratively in resolving differences in positions and feelings. In a study of thirty elementary schools, Saturen (1972) studied the "readiness for describing feelings and disagreements" on the faculties. He showed that the extent to which teachers' expectations supported discussions of feelings and disagreements was highly associated with the staff's readiness to change its interdependencies. In Saturen's case, the readiness condition referred to "willingness to participate in OD consultations." We believe that a faculty's readiness for OD is very similar to its readiness for a multiunit structure.

We decided, therefore, to analyze Saturen's data in detail, especially where they concerned patterns of readiness at Spartan and Palmer. Of the thirty schools Saturen studied, Spartan ranked second in readiness and Palmer ranked fourth. In other words, both schools were relatively ready for OD and the multiunit structure compared with a host of other schools. We decided to analyze Saturen's data for Spartan and Palmer item by item and year by year.

The readiness variable was operationalized with four different questions:

- (1) Suppose teacher X strongly disagrees with something B says at a staff meeting. In teacher X's place, would most of the teachers you know in your school . . . seek out B to discuss the disagreement?
☐ Yes, I think most would do this, ☐ Maybe about half would do this, ☐ No, most would not, ☐ I don't know.
- (2) Suppose teacher X strongly disagrees with something B says at a staff meeting. In teacher X's place, would most of the teachers you know in your school . . . keep it to themselves and say nothing about it? ☐ Yes, I think most would do this, ☐ Maybe, about half would do this, ☐ No; most would not, ☐ I don't know.
- (3) Suppose you are in a committee meeting with teacher X and the other members begin to describe their personal feelings about what goes on in the school; teacher X quickly suggests that the committee get back to the topic and keep the discussion objective and impersonal. How would you feel toward X? ☐ I would approve strongly, ☐ I would approve mildly or some, ☐ I wouldn't care one way or the other, ☐ I would disapprove mildly or some, ☐ I would disapprove strongly.
- (4) Suppose you are in a committee meeting with teacher X and the other members begin to describe their personal feelings about

what goes on in the school; teacher X listens to them and tells them his own feelings. How would you feel toward X? () I would approve strongly, () I would approve mildly or some, () I wouldn't care one way or the other, () I would disapprove mildly or some, () I would disapprove strongly.

Figure 11 displays changes in the opinions of Spartan and Palmer staff members as to whether others would seek out another for a discussion of a disagreement. Using responses of "yes, I think most would" and "maybe half would do this" to indicate that others would seek face-to-face discussions about disagreement, the Palmer responses are 50% in 1970, 71% in 1971, and 52% in 1972, while the Spartan responses are 61% in 1970, 69% in 1971, and 76% in 1972. These results mirror the typification of movement toward and away from multiunit structure in both schools and show that Spartan was at a level of higher readiness in 1970 than Palmer (61% to 50%).

FIGURE 11

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teacher X Strongly Disagrees with B at a Staff Meeting.
 In Teacher X's Place, Would Most Teachers in Your School
 Seek Out B to Discuss the Disagreement?"

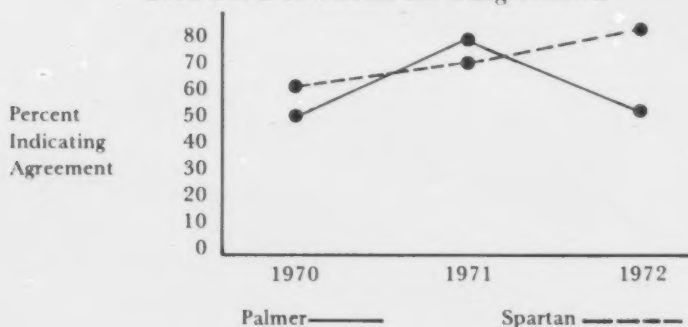
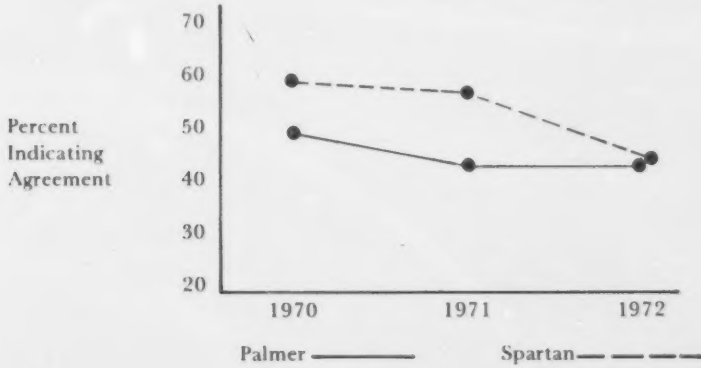


Figure 12 displays results concerning whether staff members perceived colleagues as keeping disagreements to themselves. Remember that an approval of keeping disagreements to oneself would be contrary to a norm of openness and directness. Thus, the lower the percentage of respondents that indicate approval, the more direct the respondents perceive their colleagues to be

about disagreements. The data indicate that the Spartan and Palmer responses once again follow the typification of movement toward unitized structure.

FIGURE 12

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teacher X Strongly Disagrees with Something B Says at a Staff Meeting. In Teacher X's Place, Would Most Teachers in Your School Keep It to Themselves and Say Nothing about It?"



Apparently the OD consultation had a somewhat greater impact on Spartan than on Palmer with regard to this variable. Respondents indicating "No; most would not" went from 33% to 38% at Palmer over the two years and from 22% to 39% at Spartan over the same period. Over one-third of the staff members at both Palmer and Spartan reported that most others would not keep disagreements to themselves in 1972. It is interesting to note that both agreements about educational goals and norms of openness went up at the two schools during the 1970-72 period.

Figure 13 displays data on the respondents' feelings toward a teacher who describes personal feelings during a meeting. Approval of getting right back to a topic (without discussing the feelings) is not the expected outcome of OD consultations and would not be beneficial to team-building in the multiunit structure.

Prior to the OD consultation, 69% of Palmer staff members approved of a teacher suggesting a return to the topic, while only 50% of the Spartan staff approved. Perhaps this result indicates why there was some resistance at Palmer during the initial week of OD consultation. On this measure, the Palmer faculty was more

FIGURE 13

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teachers Begin to Describe Their Personal Feelings
 during a Meeting. Teacher X Quickly Suggests the Committee
 Get Back to Topic. How Would You Feel toward X?"

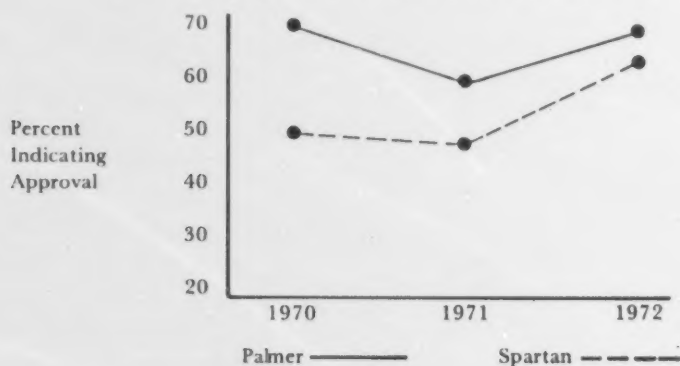
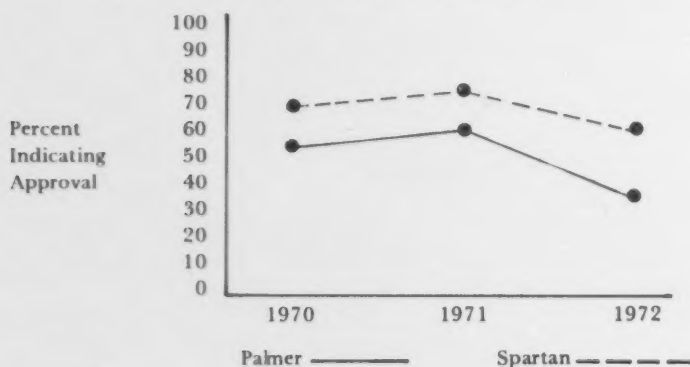


FIGURE 14

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teachers Begin to Describe Their Personal Feelings
 during a Meeting. Teacher X Tells His Own Feelings.
 How Would You Feel toward X?"



"task-oriented" and less "person-oriented" in 1970 than the Spartan faculty. Our observations also indicated that Palmer staff members supported the importance of getting work done without much regard to personal feelings. The Spartan staff had a balance between task emphasis and concern for personal feelings. In 1970, answers to this question at Spartan resulted in a bimodal distribution with part of the staff on the task side and part on the social-emotional side. In 1971, both schools moved in the direction of greater acceptance for the expression of feelings and then in 1972 both schools moved back in the direction of a task focus. Note, however, that Spartan maintains more of a personal emphasis than Palmer throughout the two-year period, and this difference is statistically significant.

Data displayed in figure 14 once again support our notion about typification of movement toward multiunit structure. Spartan maintains high approval for open discussions of feelings while Palmer's support for openness of feelings fades away in 1972. We expected, of course, an even higher approval for persons describing their feelings during meetings at Spartan in 1972. A comparison of Spartan and Palmer, however, indicates that Spartan each year approved more of feeling expressions at meetings than Palmer. Perhaps these data confirm our hypothesis that Spartan manifested higher readiness for OD and multiunit structure than Palmer.

In summary, then, we might note the following sorts of inferences about the two schools: first, the data in figure 11 indicated that the two schools were similar before OD regarding their estimates about staff members who would seek out another to discuss a disagreement. Both schools changed in the expected direction in 1971, approving those colleagues who sought discussions about disagreements, but the Spartan faculty continued to increase during the 1971-72 school year while Palmer did not.

Second, the data in figure 12 indicated that staff members at both schools were similar in 1970 regarding their willingness to keep disagreements to themselves. Palmer staff members shifted in the expected direction during the year of OD consultation and stayed the same the following year. Spartan staff members stayed the same during the OD year and shifted in the expected direction the next year.

Third, the data in figure 13 showed the two schools differing in 1970 on the extent to which the respondents approved of a teacher suggesting the committee get back to a topic after a teacher describes personal feelings. The majority of Palmer respondents approved of a task-focus while the Spartan faculty was split half

and half between task-focus and person-focus. Over the two-year period, the proportion of Palmer staff members with a task emphasis is consistently greater than that of the Spartan staff.

Finally, the data in figure 14 indicated that the Spartan staff members had a higher percentage approving of discussing feelings during a meeting than the Palmer staff members in 1970. The expected direction of change occurred for both schools during the OD but went downward the year after the OD. Spartan always stayed higher than Palmer, however.

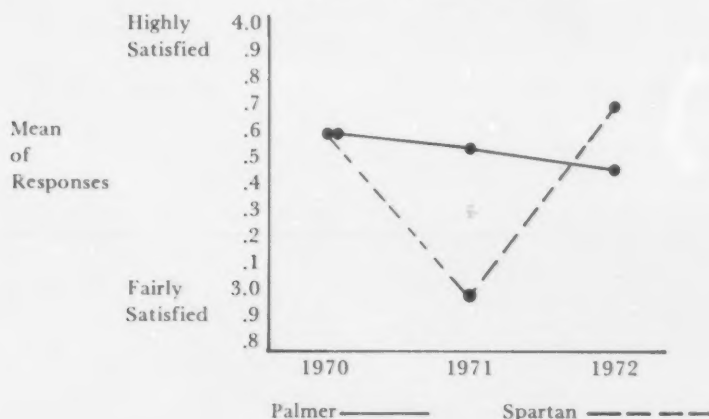
SATISFACTION WITH JOB AND RELATIONSHIPS

Anecdotal reports indicate that teachers' job satisfaction goes up under conditions of successful OD consultation and successful movement toward the multiunit structure. We decided to investigate the changing levels of satisfaction at Spartan and Palmer over the two-year period. We selected for analysis items having to do with staff members' satisfaction with: personal relationships, help of administrators, feelings of accomplishment, recognition of efforts, career expectations, and morale.

Data displayed in figure 15 show how the two faculties changed in their satisfaction with personal relationships with fellow teachers. While there was a slight trend downwards during the two years

FIGURE 15

Mean of Respondents Giving Indicated Answers to:
"How Satisfied Are You with Your Personal Relationships
with Fellow Teachers?"



at Palmer, the Spartan faculty made a significant dip in 1971, only to rise above its 1970 point in 1972. You may recall from our description in chapter 3 the importance of the April 17, 1971 training event at Spartan, during which the 1-2 and 5-6 units publicly uncovered a great deal of interpersonal tension. The 1971 questions were administered in early May just a few weeks after that conflict-laden event.

While the high amount of conflict brought into the open at Spartan in the spring of 1971 may account for the precipitous decline in satisfaction, we believe that the aftermath of the conflict resolution and the resulting acceptance for misunderstandings to be discussed (see figure 11) facilitated the high amount of satisfaction present at Spartan in 1972. Indeed, we should expect that if an OD consultation is being effective, there will be moments of considerable stress and tension. For staffs to gain some competent control over their organizational processes, they will have to uncover problem areas, and often these problem areas will include interpersonal tensions.

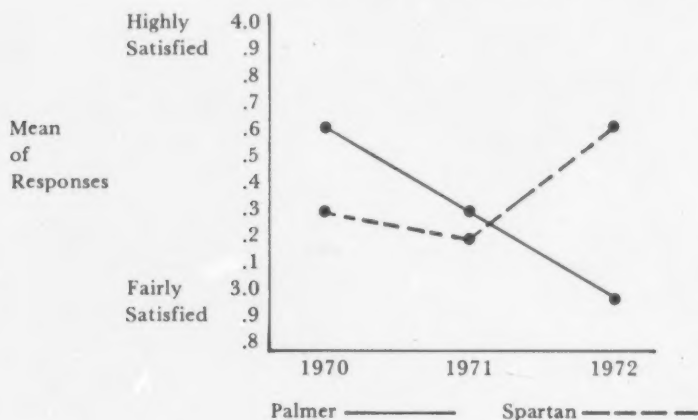
In contrast, satisfactions at Palmer remained rather high for the two years even though the consultants perceived high amounts of tension, especially between the principal and the staff, but also among staff members. Perhaps the strength of particular informal friendships among subgroups of teachers (the Palmer staff did seem to be constituted of several informal friendship cliques) kept the Palmer teachers "satisfied" while also keeping them from moving into a new organizational structure. We think now that successful implementation of a multiunit arrangement may require the surfacing of conflict enroute to building new collaborative role relationships. Perhaps some degree of public conflict and subsequent collaborative problem-solving to resolve it is necessary for structural change in schools. The data in figure 16 shed more light on this issue.

The data displayed in figure 16 indicate that the satisfaction with administrators at Spartan and Palmer was quite different, especially when compared with their patterns of satisfaction with colleagues. Responses of the Palmer teachers indicated a significant decrease in satisfaction with the principal from 1970 to 1971 and again from 1971 to 1972. Contrastingly, responses of the Spartan teachers remained about the same from 1970 to 1971 but went up significantly between 1971 and 1972.

These findings corroborate the consultants' views that principal-teacher tensions never were surfaced sufficiently at Palmer so that they became available for problem-solving and action. We believe

FIGURE 16

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with Your Personal Relationships
 with Administrators in the School?"



that the principal of Palmer never resolved for himself a change in role that was concomitant with the changes suggested in OD and operationalized in the multiunit structure. The data suggest an even more complex explanation, however. We perceived the Spartan principal as attempting to make changes in his behavior during the first year of the project. He was attempting to share more influence than he had in the past with his team leaders and staff. But the Spartan faculty did not increase in satisfaction during the first year. What happened? Why didn't Spartan increase in satisfaction during the OD consultation?

One thing that we believe happened at Spartan was an increasing ambiguity about decision-making. The principal's apparent lack of force and decisiveness contributed to a blurring of the decision-making structure; it contributed to a rise in frustration on the part of the staff and some dissatisfaction with the school and the principal. This, coupled with the crisis of April 17, 1971, contributed to a slight decrease in May, 1971 of satisfaction with the principal. But the following year the principal and the staff collaboratively worked out how decision-making would proceed, and staff's satisfaction with the principal increased significantly.

FIGURE 17

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Ability and Willingness of
 Administrators to Give You Help When You Need It?"

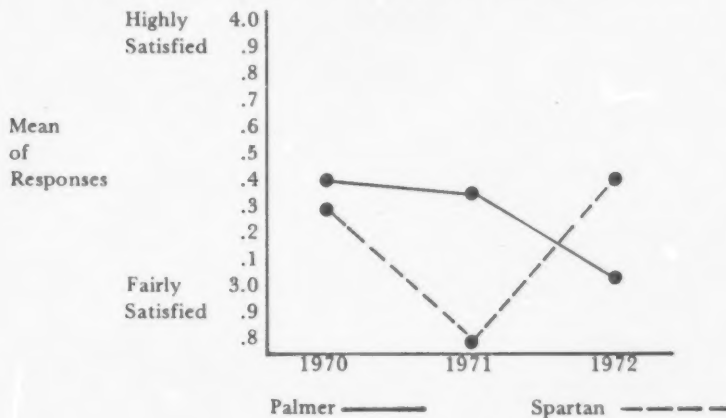
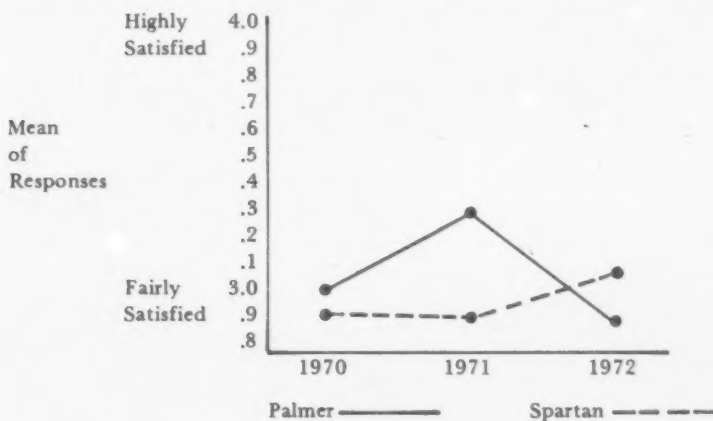


FIGURE 18

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Extent to Which You Are Able
 to See Positive Results from Your Own Efforts?"



The decline in satisfaction at Palmer seemed to be due, in part, to the principal's unilateral decision-making standing out more and more as the OD consultation proceeded. It became apparent to most Palmer staff members during the project's first year that the principal was not encouraging an active leadership team, nor was he allowing teams to make important decisions on their own. This difficulty with decision-making increased staff members' frustrations with the principal, while at the same time pushing them toward informal friendship cliques with colleagues.

One additional explanation for the findings displayed in figures 15 and 16 is that the staff members attempted to make their school look good to outsiders. Remember that the questionnaires were administered after the project began but prior to the OD consultation and that both staffs were aware of taking part in a large research and development project. The decrease in satisfaction in 1971 may have been due to the staff members increasing in truthfulness in relation to the consultants.

Figure 17 displays data on teachers' satisfaction with the helpfulness of the principal, thus going beyond personal relationships into the realm of task-oriented principal-teacher working relationships. These results parallel those displayed in figure 16. The Spartan teachers did see their principal as much less helpful in 1971 than in 1970. And as was the case in figure 16, they increased their perceptions of the principal's helpfulness in 1972 as he practiced clearer decision-making behavior in relation to the staff. The same downward pattern at Palmer corroborates our view that Palmer teachers viewed their principal as increasingly less helpful over the two-year period.

Figure 18 displays data on staff members' satisfactions with the "results of their own efforts." It is important to note that the Palmer staff members increase in satisfaction from 1970 to 1971. Obviously, their satisfaction with the results of their own efforts was short-lived. The Spartan staff members stayed about the same in satisfaction during the first year but saw themselves reaping better results from their efforts by 1972.

Figure 19 displays data on staff members' satisfaction with the recognition of their efforts by others. Here the drop in satisfaction at Palmer is more obvious than in figure 18. Palmer staff members all answered in the positive direction in 1970, and there was only one dissatisfied response in 1971; yet by 1972, one-fourth of the Palmer staff were highly dissatisfied with recognition by others of their achievements. At Spartan, staff members once again showed little change in 1971 but a significant increase in 1972.

FIGURE 19

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Extent to Which Your Efforts
 and Achievements Are Recognized by Others?"

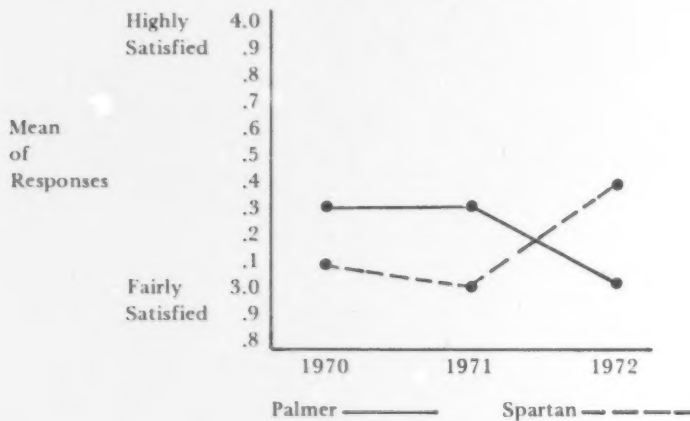


FIGURE 20

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with Your Present Job When You
 Consider It in Light of Your Career Expectations?"

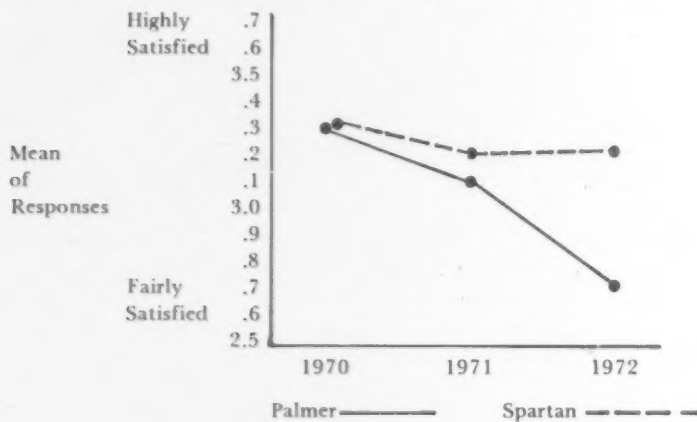


FIGURE 21

Percent of Respondents Giving Indicated Answers to:
 "If You Were to Change to a New Job during
 the Next Three Years, Where Would You Want to Be?"

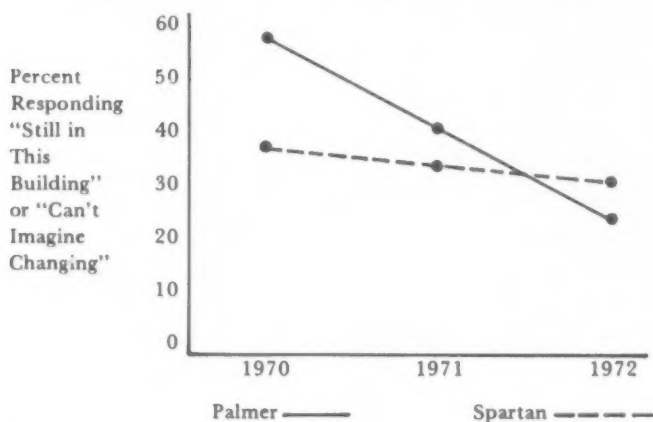


Figure 20 displays data on satisfaction with present job in light of career aspirations. A lowering of satisfaction occurs at Palmer in 1970-71, but the drop is more precipitous in 1971-72. The small changes displayed for Spartan from 1970-72 are not statistically significant.

Figure 21 displays data on the subject of morale (changing a job to other schools or staying in the same school). Palmer staff members declined overall, while no significant change occurred at Spartan.

INFLUENCE STRUCTURES

The Spartan and Palmer principals reacted quite differently to sharing influence with staff members. The Palmer principal initially impressed his staff with his interest in OD and the multiunit structure. He appeared to attempt new, more effective meeting procedures in the first two weeks right after the August, 1970 training. At the same time, he maintained his authority over key decisions. The Palmer principal himself reported to us that he felt that he had "loosened up" on authority in September, but that by October or November he had pulled back. In contrast, the Spartan principal told us that he had to keep "biting his tongue" out of

his desire to make decisions for the staff. He made a great effort to avoid taking back his influence; he encouraged the unit leaders and staff members to make more decisions on their own. Let us look at some quantitative data on the principal's relation to the influence structure in each school.

Staff members in both schools rated the amount of influence the principal or teachers had in four areas of school life. The responses were combined and graphed using a mean to represent staff responses. Statistical tests were applied to measure the significance of shifts. Details concerning the quantitative data can be found in Murray (1973).

The questionnaire item read as follows:

Please circle the letters that indicate your best estimate of the influence of teachers and principals on the areas of school life listed at the left.

	No influence	Little influence	Some influence	Considerable influence	Great deal of influence	I have no opinion
In general, how much influence . . .						
. . . do you feel the principal has on how your school is run?	Ni	Li	Si	Ci	Gdi	Hno
. . . do you feel the teachers as a group have on how your school is run?	Ni	Li	Si	Ci	Gdi	Hno
. . . does the principal of your school have with teachers in your school when it comes to activities and decisions that affect the performance of their classroom activities?	Ni	Li	Si	Ci	Gdi	Hno
. . . do the teachers in your school have on the principal when it comes to his activities and decisions that affect the performance of your school?	Ni	Li	Si	Ci	Gdi	Hno

FIGURE 22

Mean of Respondents Giving Indicated Answers to:
 "In General, How Much Influence Do You Feel the
 Principal Has on How Your School Is Run?"

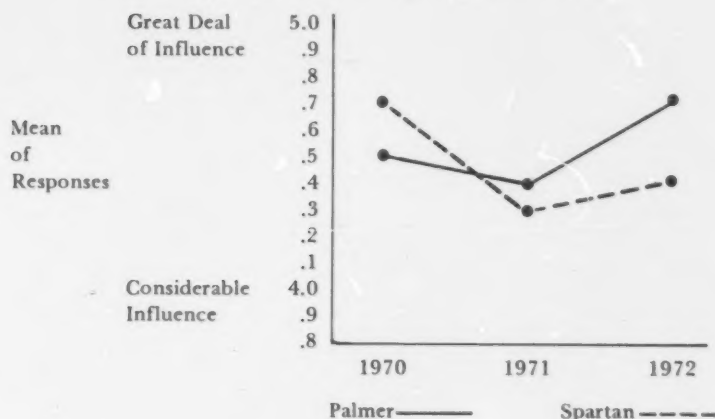


FIGURE 23

Mean of Respondents Giving Indicated Answers to:
 "In General, How Much Influence Do You Feel Teachers
 as a Group Have on How Your School Is Run?"

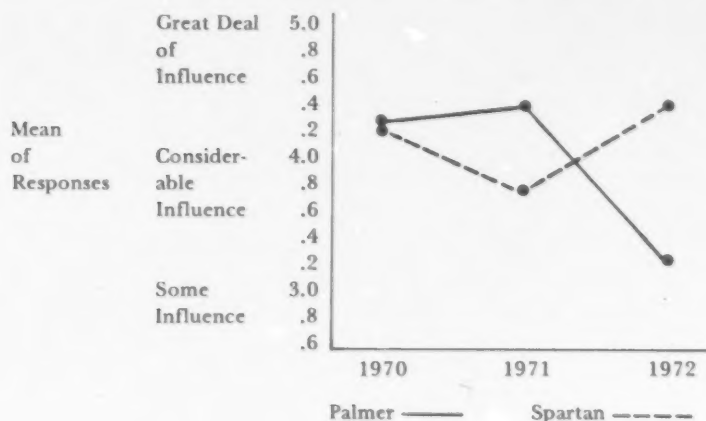
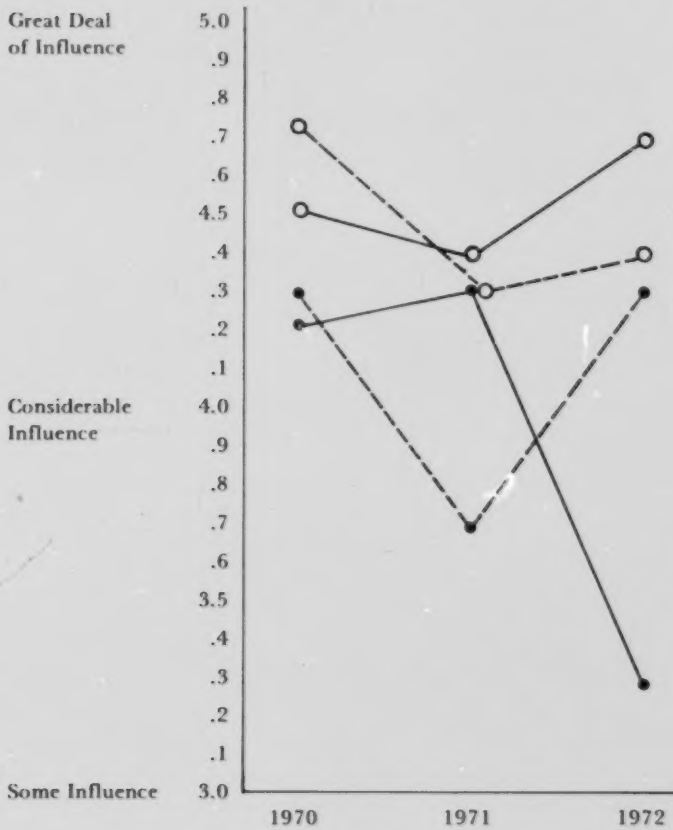


FIGURE 24

Mean of Palmer and Spartan Staff Responses to:
 "How Much Influence Does the Principal Have . . . ?" and
 "How Much Influence Do Teachers Have . . . ?"



Palmer staff's		1970	1971	1972
Perceptions of principal influence	○—○	4.5	4.4	4.7
Perceptions of teacher influence	●—●	4.2	4.3	3.3
Spartan staff's				
Perceptions of principal influence	○---○	4.7	4.3	4.4
Perceptions of teacher influence	●---●	4.3	3.7	4.3

Figures 22 and 23 respectively display staff members' perceptions of the principal's influence and of the teachers' influence on how the school is run. The results run parallel to the typification of movement toward multiunit structure depicted in figure 5. Influence of the Palmer principal goes up from 1970 to 1972, while influence of the Spartan principal goes down during the same period of time. During the 1971-72 school year, the Palmer principal increased his influence while the teachers' influence was significantly decreased. During the same year at Spartan, the influence of both the principal and the teachers went up.

The presence of an effectively functioning leadership team at Spartan seems to have made the difference. Although both the Spartan principal and teachers declined in perceived influence in 1970-71, they both significantly increased in influence during 1971-72. Figures 22 and 23 are combined in figure 24. It is interesting to note how the mean influence levels of the Spartan principal and Spartan teachers moved within one-tenth of a point of each other in 1972, while at the same time the Palmer principal and teachers bifurcated to a difference of 1.4 scale points by 1972.

Additional data about influence relationships between the principal and teachers in each school are displayed in figures 25, 26, and 27.

Figure 25 shows that the Palmer principal's influence over classroom activities remained basically unchanged throughout the two years, while the influence of the Spartan principal on classroom activities moved noticeably upward during the second year of the project.

Figure 26 shows that the Palmer teachers' perceptions of their own influence over the principal dropped precipitously in 1971 and again in 1972. The perceptions of influence on the principal at Spartan stayed the same throughout the two-year period. It should be noted, too, that the Spartan teachers saw themselves as sustaining a high level of "considerable influence in relation to their principal."

Figure 27 summarizes figures 25 and 26. It shows quite clearly that influence of principal and teachers at Palmer was lower than the influence of principal and teachers at Spartan. We believe that the successful functioning of the leadership team at Spartan significantly contributed to a rise in total influence being exerted within the staff, and that these mutual influence processes facilitated the maintenance of an effective multiunit structure throughout the total Spartan staff.

FIGURE 25

Mean of Respondents Giving Indicated Answers to:
 "How Much Influence Does the Principal Have with Teachers
 over Activities and Decisions That Affect
 Classroom Performance?"

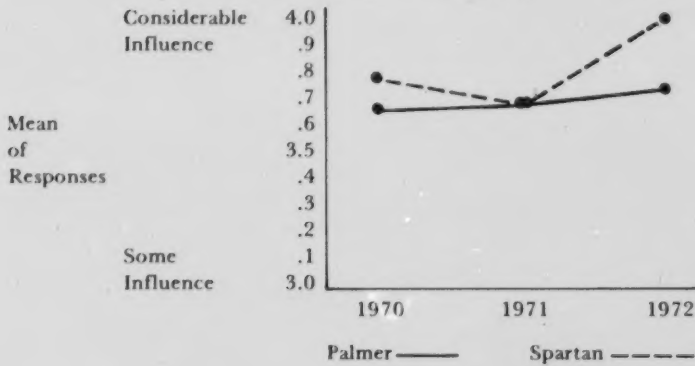


FIGURE 26

Mean of Respondents Giving Indicated Answers to:
 "How Much Influence Do Teachers Have with the Principal over
 His Activities That Affect the Performance of the School?"

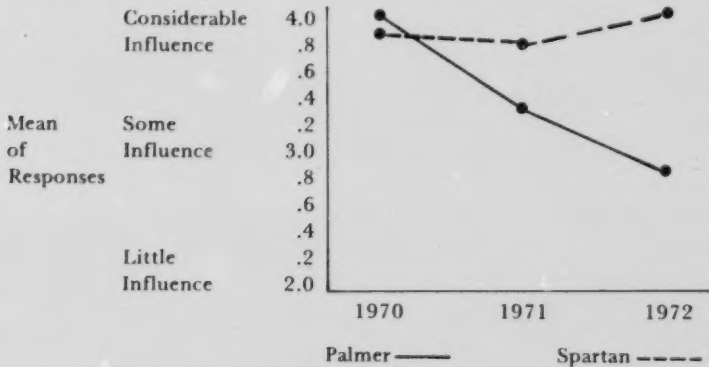
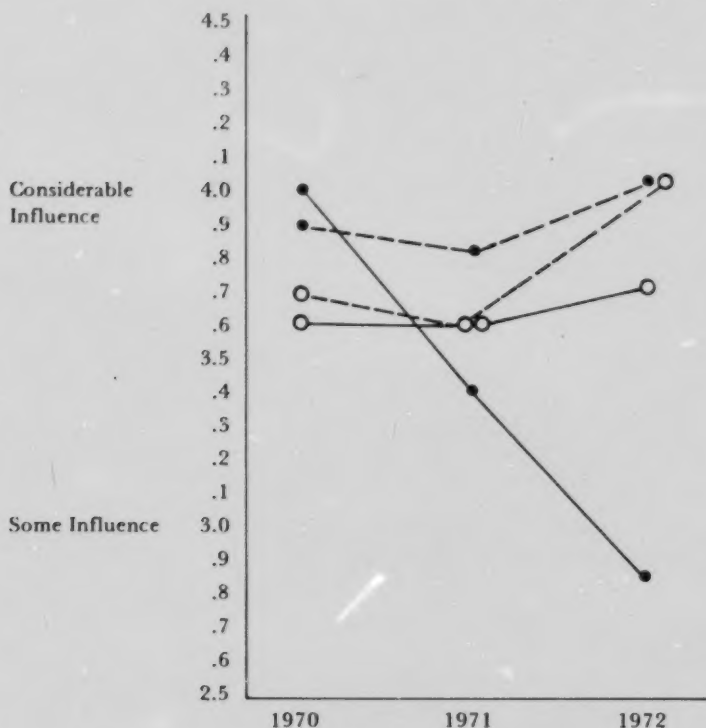


FIGURE 27

Mean of Palmer and Spartan Staff Responses to:
 "How Much Influence Do You Feel the Principal Has . . . ?" and
 "How Much Influence Do You Feel Teachers Have . . . ?"



		1970	1971	1972
<i>Palmer staff's</i>				
Perception of principal influence over teacher classroom activities	○—○	3.6	3.6	3.7
Perception of teacher influence over principal activities	●—●	4.0	3.4	2.8
<i>Spartan staff's</i>				
Perception of principal influence over teacher classroom activities	○---○	3.7	3.6	4.0
Perception of teacher influence over principal activities	●---●	3.9	3.8	4.0

NORMS FOR COLLABORATION

An important goal of consultation in organization development is to help the client group to do its own problem-solving and decision-making more effectively than it did in the past. The strategy for reaching this point involves facilitating interpersonal collaboration in meetings, planning, implementing, etc. Similarly, the multiunit structure calls for improving problem-solving and decision-making through effective collaboration at the team level. Collaboration, therefore, became an important variable of study for us. To obtain data on collaboration, teachers were asked to indicate the part they played in deciding about (1) the choice of teaching methods used in the classroom and (2) determining the scope and sequence of subject matter content.

Our thoughts were that a school with little or no collaboration would be characterized by teachers individually deciding teaching methods and the scope and sequence of subject matter. In such a school, each teacher would be individually monitored—to a greater or lesser extent—by the principal. In contrast, we expected that a school which has a collaborative pattern would be characterized by group decision-making and consultation with colleagues with regard to teaching methods and scope and sequence of curriculum. This second kind of school would be closer to the multiunit structure than the first kind of school.

Concerning choice of teaching methods and choice of subject matter content, Spartan and Palmer teachers were asked to check one of the following five statements to describe their own part in the school's decision-making: (1) I choose my own without assistance or direction. (2) The final choice is left to me, but there are others whose job includes making recommendations or suggestions. (3) Within certain limits, I can choose my own. (4) As a member of a group or committee, I share with others the job of deciding. (5) I do not choose my own. They are laid down for me by others.

We categorized responses within choices two and four as indicating some collaboration within the school. Choices one, three, and five were categorized as *acollaborative* alternatives. Responses displayed in figure 28 show how the two schools changed (or did not change) in the number of choices two and four. Statistical analyses of these data as described in Murray (1973) showed that the Palmer staff did not become more or less collaborative during the 1970-72 period, while the Spartan staff did become significantly more collaborative. Further, analysis indicated that the Spartan faculty changed mainly in the direction of "the final choice is left to me, but there are others whose job includes

FIGURE 28

Percent of Respondents Giving Indicated Answers to:
 "In Deciding the Choice of Teaching Methods,
 Which Statement Best Describes Your Part in the Decision?"

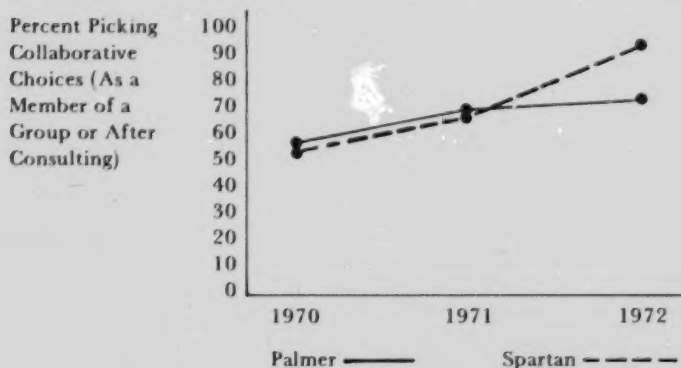
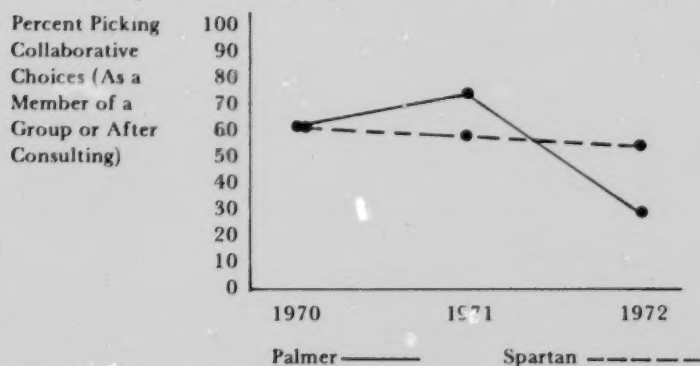


FIGURE 29

Percent of Respondents Giving Indicated Answers to:
 "In Deciding the Scope and Sequence of Subject Matter Content,
 Which Statement Best Describes Your Part in the Decision?"



making recommendations or suggestions." Spartan teachers were deciding on their own after having consulted other members of their teaching team.

More data about collaboration at Spartan and Palmer are displayed in figure 29. Note that the results from Palmer parallel the typification of movement toward and away from the multiunit structure. Collaboration at Palmer increased a small amount (not statistically significant) from 1970 to 1971, then went precipitously downward in 1972. Both the change at Palmer from 1971 to 1972 and the overall downward change from 1970 to 1972 were statistically significant. Spartan, in contrast, showed no significant change on this item over the two-year period.

HYPOTHESES FOR FURTHER STUDY

Our analyses of quantitative data from Spartan and Palmer schools have been illuminating to us; however, there is need for more empirical study on the sorts of conclusions we are drawing from these analyses. Therefore, we offer—by way of summary—a list of hypotheses for further study.

1. A school faculty that, before starting to implement an innovation, values the educational goals advocated in the innovation will be more likely to succeed in implementing the innovation than a faculty that does not. The Spartan staff held the goal in 1970 that Pellegrin (1969b) found to be the most typical of successful multiunit schools (giving individual attention to students). The Palmer staff valued an educational goal that Pellegrin found to be typical of self-contained schools (insuring the students learn basic skills).

2. Consultation in organization development can increase the extent of faculty agreement about important educational goals. Agreement on the most important educational goals at Spartan moved from 48% to 66% to 67% over two years and at Palmer moved from 47% to 52% to 55% over the same period of time.

3. The availability of written goal statements for a faculty increases as a consequence of consultation in organization development (see figures 6, 7, and 8). It is important to note, however, that trends in the two schools followed the typification of movement displayed in figure 5.

4. Satisfaction with achievement of individual goals varies concomitantly with the extent to which the multiunit structure is adopted (see figure 9).

5. A school faculty that formally discusses educational goals before consultation in organization development and continues to

do so throughout the consultation will be more likely to implement multiunit structure than one which does not (see figure 10).

6. Consultation in organization development can help to build a faculty norm in support of openly discussing disagreements (see figures 11 and 12).

7. A school faculty that strongly approves of maintaining primarily an objective task focus in its meetings will be less likely to adopt more collaborative arrangements than a faculty that approves of a balance between task and social-emotional topics. Data displayed in figure 13 showed Palmer to be much more task-centered than Spartan in 1970. On both of our measures of collaboration, Palmer was lower than Spartan in 1972 (see figures 28 and 29).

8. Consultation in organization development can help to build a faculty norm in support of discussing personal feelings during formal meetings (see figure 14).

9. Consultation in organization development communicates a value for collaborative decision-making. When staff members perceive their principal as not sharing influence during the OD consultation, their satisfaction with the principal will go down. For example, the precipitous decline in satisfaction with personal relationships among Palmer teachers (figure 15) is associated with their morale (figure 21) and their perceptions of their ability to influence the principal (figure 26). However, if the principal persists in moving toward more collaborative staff decision-making (as at Spartan), the initial tensions about decision-making can be resolved.

10. Teachers' perceptions of the willingness of administrators to help them vary concomitantly with the teachers' satisfaction with teacher-administrator relationships (see figures 16 and 17).

11. Staff morale can remain high when consultation in organization development pays off in building a new structure. Throughout the two years, the Spartan staff members maintained high willingness to stay in the school despite many strong inducements to leave. In contrast, morale at Palmer declined precipitously during the second year of the project when it became apparent that the OD consultation was not resulting in a new, more effective organizational structure.

12. Consultation in organization development and movement toward the multiunit structure may require a period of ambiguity about decision-making and some feelings of losing influence on the part of both the principal and the teachers. At the successful school, Spartan, movement toward the multiunit structure was slower than at Palmer. Both the Spartan principal and the staff

were perceived by themselves as losing influence in 1970-71 and as significantly gaining it in 1971-72. Palmer's shift in 1971-72 was in a downward direction (figures 22, 23, and 24).

13. The leadership group of the multiunit structure can contribute to increasing perceptions of mutual influence among teachers and the principal. Spartan gradually established an effective leadership group; Palmer never did.

14. Successful establishment of a multiunit structure requires two school years. Consultation in organization development should be designed to last at least for the first year, with instructional innovations emphasized the second year. The typification of movement toward the multiunit structure displayed in figure 5 implies that gradual, incremental changes within the school may support more sustainable changes in structure than rapid alterations in staff arrangements.

Chapter VII

Summer Consultation In Group Development

This study was designed to compare consultation in organizational development (OD) with a second type of consultation known as group development (GD). Chapters 7 through 12 will tell the story of the four schools that received the group development intervention. GD consultation involved many of the same techniques as the OD consultation, but was aimed at only a part of each staff, including the principal and selected faculty members. In this chapter, we will describe the summer consultation with the GD schools; we will look at the basic plan, timetable, personnel, goals, and design of that workshop week.

PLAN FOR THE SCHOOL YEAR

We prepared a five-phase plan which called for the GD teams to become catalysts for organizational change within their respective faculties. The target organization we had in mind was the multiunit structure with teaching teams and differentiated staffing.

The first phase in this plan was a one-week summer workshop

involving a nuclear group from each staff. We hoped to establish both selected skills for facilitating organizational change and high identification and cohesiveness among the members of the group. The goal of the second phase was to establish norms of interpersonal openness, trust, and explicit attention to interdependence within each faculty. At the same time, we expected each small group to discover and implement means of effecting increased understanding among the staff members about the multiunit school, team teaching, and differentiated staffing.

The objective of phase three was for the total faculty of each school to complete these first two phases during the fall term and come to a collective decision about whether to continue as a part of the project and to become a multiunit school. If the faculty decided to go ahead, the fourth phase called for continued consultation with each staff to increase organizational effectiveness, while at the same time planning the transition into multiunit structure by the early spring of 1971. If a staff decided not to persist with the organizational change project, we had agreed not to carry out phase four. The fifth and final phase called for a cessation of consultant support by April 1971.

In short, the year of consultation with each of the GD schools was designed by the CASEA researchers to achieve the purposes of (1) training a selected team from each of the respective staffs; (2) establishing a subsystem for self-renewal within each of the four schools; (3) using consultants to work with this team in planning and carrying out training sessions with the entire faculty; (4) designing consultations to increase the staff's organizational effectiveness while moving toward multiunit arrangements; and (5) facilitating a changeover so that the subsystem for self-renewal would become a newly formed leadership team within the school.

The schools selected for GD training were from the two districts described in chapter 2. The larger district agreed to supply two district coordinators on a half-time basis to consult with the schools during the year of planning and consultation with CASEA. The smaller district neither offered nor supplied technical help during the years of the project. The timetable set in the larger district called for the coordinators to help the staffs during 1970-71. It also designated financial support for aides and materials to each school during 1971-72, pending voter approval. The smaller district granted autonomy, but no special financial support, to each school to move in the direction of the multiunit structure. In these ways then, commitment to the project was stronger in the larger district than it was in the smaller district.

PERSONNEL OF THE SUMMER WORKSHOP

Dr. Richard Schmuck of CASEA was the project coordinator for the GD consultation, and Dr. Philip Runkel of CASEA coordinated the work of a documentation team. For consultation, each of the four schools worked with subgroups of CASEA consultants. Monticello worked with Richard Schmuck and Robert Dwight; Humbolt's consultants were Ronald Martell, Donald Murray, and Richard Diller; Allen's consultants were William Starling and Lemuel Stepherson; and Gaynor's consultants were Mary Ann Smith and C. Brooklyn Derr. For documentation, Philip Runkel, Isabelle Moser, Jack Nelson, and Steven Saturen observed the workshop week, kept a running description of all events at all four schools, and collected some quantitative data. The results of their efforts have been used to prepare the history of each school's involvement in the project as described in chapters 8, 9, 10, and 11, and culminated in the quantitative analyses presented in chapter 12.

GOALS OF THE SUMMER WORKSHOP

The week of GD consultation was designed to commence movement toward multiunit structures in the four faculties. From the perspective of the CASEA consultants, the week was designed to develop a skillful and cohesive team of internal facilitators that could introduce or demonstrate organizational development techniques to their respective staffs. We hoped that each school would then be able to develop and select its own special form of teaming. Stated another way, the primary goal of the summer workshop was to create an intact change team within each staff, so that later consultative events could be introduced, supported, and sometimes led by peers. This goal of the summer week of GD consultation was not well articulated and shared by the CASEA staff in 1970, which later led to some difficulties explained in the next several chapters.

At the outset of the summer week of GD consultation, CASEA consultants paid particular attention to the role of the team member and attempted to clarify some of the initial problems for the team members. We explained that during the first year of the project, each GD team would attempt to facilitate the organizational effectiveness of their respective staffs with our help. To do so, the team members themselves were to learn more about working as a team by communicating openly, uncovering disruptive ways teams sometimes operate, solving organizational problems, running efficient meetings, making clear and workable decisions,

and monitoring their effects as helping agents. While learning to work as a team, they would learn problem-solving techniques that they would in turn use in working with their colleagues. This kind of facilitation was very helpful to the Monticello and Gaynor GD teams but only moderately helpful to the teams from Humbolt and Allen.

The GD teams also were to help conduct organizational development sessions with their faculties during the first year—using techniques they would learn during their own workshop. This approach later turned out to work well only at Monticello and Gaynor.

Further, the GD teams were told that they were supposed to represent particular subparts of their faculties, so that all staff members would have a communicative link to the project. The GD teams were to facilitate movement toward the multiunit school by keeping fellow staff members informed at each step of the way. Some team members performed this linkage role well; others performed it poorly; while still others did not perform it at all. Details are presented in chapters 8, 9, 10, and 11.

The GD teams also were to maintain communication with the CASEA consultants and to collaborate with them in planning consultations for the entire staff. Generally, the teams at Monticello and Gaynor did this, while the teams from Humbolt and Allen did not.

Finally, the teams from Humbolt and Allen—in the larger district—were to communicate with the district's two coordinators for help in technical questions and for clarification of district commitment. Such actions were rarely taken.

DESIGN OF THE SUMMER WORKSHOP

The four GD teams were expected to follow the schedule of events outlined below for the week of summer workshop. Chapters 8-11 describe in detail the degree to which individual GD teams departed from this design. The page numbers in parentheses indicate places in Schmuck, Runkel, Saturen, Martell, and Derr (1972) where more information about each event can be found.

Monday, August 24, 1970

- 8:30 *Introduction to the Workshop*—Its goals, logistics, personnel, and schedule are explained.
- 8:45 *Warm-Up Exercise*—The week's activities commence with a playful activity called "Billy Goat" to get the juices flowing (pps. 189-190).
- 9:00 *How It Feels Being Here*—Each team meets in one of four adjoining rooms to discuss how each person feels about

- being at the lab, about their own role in their school, or about any concerns they have about being here.
- 9:30 *Communication Skills: Describing Feelings and Paraphrasing*—Still working in separate GD teams, the consultants introduce the communication skills of describing feelings and increasing the understanding of another by paraphrasing—that is, by restating what he has heard the other say in his own words (pps. 54-61).
- 9:40 *Hopes and Expectations*—Still in GD teams, the consultants model the use of paraphrasing by sharing their own hopes and expectations for the workshop.
- 10:30 *Coffee*
- 10:45 *Nonverbal Cooperation Exercise*—This exercise was used to demonstrate coordination among group members; it uncovers the way each group uses or wastes its resources (pps. 74-76).
- 11:15 *Debriefing of Cooperation Exercise in GD Teams*—By describing the behavior of the group members and by reporting feelings, some issues of coordination, helping, withdrawing, and dominating are discussed. Extra persons in each team share their perceptions of how the puzzle-group worked and then comment on the group's processes. At this point the coordinator points out the distinction between task and process and the usefulness of talking about group processes as a means of increasing organizational effectiveness.
- 11:45 *Communication Skill: Behavior Description*—The skill of objectively describing behavior is introduced within GD teams, with examples drawn from the cooperation exercise (pps. 41-42).
- 12:00 *Lunch*—Consultants meet daily to carry out formative evaluation and to make plans for afternoon sessions.
- 1:00 *Task and Process Distinctions*—Meeting with all four GD teams, a consultant explains how each group has two central problems: the convening task, and the emerging (process) problems. These are solved to some extent by all groups and are most often implicit agreements. The task today is to make implicit or unexpressed agreements more explicit.
- 1:20 *Group Agreements*—Beginning with directness and the survey, each GD team builds some working agreements on procedures (p. 76).
- 2:00 *Sharing Agreements*—In two fishbowl arrangements, Monticello and Gaynor share their agreements, while Humbolt and Allen also share. One school enters the inner circle to share agreements while members of the outside circle observe and describe their observations to the inner circle.
- 2:15 *Feedback*—The outside group feeds back their perceptions to the inside group (p. 192).

- 2:45 *Sharing Agreements*—Teams trade position; the new group shares agreements.
- 3:15 *More Feedback*—The outside group shares perceptions.
- 3:45 *Coffee*
- 4:00 *Finish Agreements*—Each GD team works independently until 5:30 to finish its group agreements.

Tuesday, August 25, 1970

- 8:00 *Trust Walk*—Each person selects from his own team one blind-folded person to take for a nonverbal walk and room exploration. After 15 minutes, the leaders and followers trade places (p. 74).
- 8:30 *Communication Skill: Perception Checking*—Each person is introduced to a new communication skill in which he/she gives an impression of how the other partner was feeling during the trust walk (p. 40).
- 8:35 *Description of Feelings*—Each person takes the opportunity to share personal feelings during the walk. All four communication skills are reviewed and the participants receive hand-outs about them (pps. 59-67).
- 9:00 *Constructive Openness*—A consultant describes to the entire group interpersonal miscommunication—the interpersonal gap—and discusses how the communication skills can help close this gap (pps. 82-86).
- 9:30 *Helping Trios*—All participants divide into groups of three. Each group is made up of a teller, a paraphraser, and an observer. Each teller shares feelings about group agreements, about his own roles in the school, what is happening here, or to himself. The paraphraser then practices using that skill while the observer watches the process.
- 10:00 *Coffee*
- 10:15 *Goal-Setting Exercise with Tinkertoys*—This exercise uses tinkertoys to depict a model showing the relationships between the team, the total school, and all other persons on the staff—in its ideal state (pps. 116-117).
- 10:30 *Debrief Goal-Setting Exercise*—Participants discuss their feelings about the way their team worked when making the tinkertoy model, reinforcing the communication skill of behavior description.
- 12:00 *Lunch*
- 1:00 *Consensus Decision-Making*—Introduction of the topic presented to the entire group (pps. 258-259).
- 1:15 *Lost on the Moon Exercise*—This consensus exercise is performed by the Humbolt team, observed by Monticello; and by the Gaynor team observed by Allen (pps. 272-275).
- 2:00 *Debrief Consensus Exercise*—Using the fishbowl arrangement, one team on the outside shares observations with the team

on the inside about how the inner team members worked together.

- 2:30 *Grievances of Black Citizens Exercise*—This consensus exercise is performed by the Monticello team, observed by Humbolt, and by the Allen team observed by Gaynor (pps. 277-279).
- 3:15 *Debrief Consensus Exercise*—Observing team shares observations of the group performing the consensus task with the inner group.
- 4:00 *Process Discussion Within Teams*—After writing agreements on Monday and performing tasks on Tuesday, each team is now asked to review how the team is relating as a human group. Any helpful or unhelpful behaviors in the groups are discussed.
- 4:30 *Handout: Multiunit School*—A two-page leaflet about the multiunit school is passed out as input for the Tuesday evening session (see chapter 1 for description of multiunit school).

Tuesday Evening, August 25, 1970

- 7:00 *Generating Questions*—Each of the four teams meets and generates a list of questions about differentiated staffing, team teaching, and multiunit structure.
- 7:45 *Panel Discussion About the Project*—A panel made up of the two district coordinators and three of the CASEA consultants answers questions generated by the teams about differentiated staffing and multiunit structure. The panel attempts to clarify how the organizational development training and the differentiated staffing project differ.

Wednesday, August 26, 1970

- 8:00 *Warm-Up Exercise: Hand Mirroring*—Using the hand-mirroring exercise to start discussion, each team talks about helpful and unhelpful behaviors in the group, giving and receiving feedback (pps. 269-270).
- 9:00 *Organizational Theory Lecturette*—A CASEA consultant describes the events of the past days to all participants in terms of skill building. The next several days will be spent in problem-solving to develop a plan for each school to move toward a multiunit structure. In capsule form, the consultant describes the organizational concepts of norm and role (group agreement and job description), the group process skills of collaborating on problem-solving and joining together for decisions, and three bases of human motivation—affiliation, achievement, and influence.
- 9:30 *Introduction to Problem-Solving*—All seven phases of a problem-solving sequence are identified, explained, and clarified to the total staff (pps. 225-231). Each GD team begins problem-solving with phase 1 on the problem: "Introducing your

staff to a process for changing your school to a multiunit structure."

11:30 *Walkthrough of a Completed Problem-Solving Sequence*—Using a problem-solving sequence completed by a school elsewhere, the consultants display all the steps involved in problem-solving.

12:00 *Lunch*

1:00 *Problem-Solving in Teams*—Each GD team continues to practice problem-solving, using the steps introduced by the consultants.

Thursday, August 27, 1970

8:00 *Continue Problem-Solving in Teams*—All four schools continue to analyze the problem carefully, using the technique of force-field analysis. Several problem-solving steps call for the group to look at its own functioning. The various teams continue to work on problem-solving throughout Thursday.

Friday, August 28, 1970

8:00 *Making Final Action Plans*—Each of the GD teams puts the final touches on a summary of the problem-solving sequence. Each team also prepares to conduct a simulation of the first parts of the plan in front of one other team for feedback.

10:00 *Sharing Action Plans in Pairs of Teams*—Each team displays its sequence and the final plan for solving the problem. Then a simulation of the first steps of the plan is presented by one school for a second school. Suggestions and recommendations are shared between schools to improve their respective plans.

11:30 *Lunch*

12:30 *Sharing Action Plans in Pairs of Teams*—The teams are reversed, and the second school presents its sequence and a simulation of the first steps of the action for the first school's suggestions.

2:00 *Final Planning*—Each GD team schedules any immediate meetings, including first meetings with total staffs. Any recommendations received about the action plan are weighed and considered, and changes are made in the action plan where appropriate.

4:00 *Strength Identification Exercise*—Each staff member makes a list of his or her own resources, skills, and interests on a sheet of newsprint. Others move around reading the lists and making additions to the lists others have made—sharing favorable impressions and feelings.

SEQUENTIAL FRAMEWORK FOR GD SCHOOLS

Although the above workshop design generally was followed by the four GD teams, there were many unique occurrences. For each GD team the workshop week was psychologically quite different. In part this was because of the events that preceded the workshop; in part it was because of the particular staff members who attended; and in part it was because of the events that occurred as the GD teams and the CASEA consultants came together.

In chapters 8-11, we will present detailed accounts of what transpired at the four schools from the point of entry of the CASEA consultants in the fall of 1969 to their departure in the winter or spring of 1971. In each chapter, we will report the narrative case history of one school. Because we now believe that the timing of particular events was crucial to the success or failure of our intervention efforts, we will describe what happened using a scheme first developed by Wyant (1971).

Wyant's scheme, which includes six categories, is particularly suited to OD interventions in which a subpart of a larger organization is expected to facilitate change in the organization. His six categories are: (1) *Entry*: interaction between outside consultants and the larger system prior to the formation of a subsystem for change; (2) *Selection of Subsystem*: designation of members of the system as members of the subsystem according to some criteria; (3) *Consultation Processes*: interaction between outside consultants and subsystem members to prepare them to function as a subsystem for change; (4) *Subsystem*: part of the system that is to be facilitator of the system's change effort; (5) *Interventions*: interaction between the subsystem and other subsystems and members of the organization to produce change; and (6) *Outcomes*: significant changes in the structure and procedures of the system and its subsystems directly attributable to interventions by the subsystem for change.

One of the ways to evaluate educational innovation is described by Stufflebeam (1968). He uses four kinds of educational evaluation: context, input, process, and product evaluation. He says that *context evaluation* identifies and assesses needs in the context and identifies and delineates problems underlying the needs. *Input evaluation* identifies and assesses system capabilities, available input strategies, and designs for implementing the strategies. *Process evaluation* identifies or predicts defects in the procedural design or its implementation, and uses a record of procedural events and activities. *Product evaluation* relates outcome information to objectives and to context, input, and process information.

We use Wyant's first, second, and fourth categories, i.e., entry, selection of subsystem, and subsystem, as a part of Stufflebeam's context evaluation. We use Wyant's third and fifth categories, consultation processes and interventions, as both input and process evaluation because they describe available resources, procedural designs, and monitor potential procedural barriers. We use Wyant's sixth category, outcomes, as product evaluation. We determine the total effectiveness of the project by relating the outcomes to objectives, to context, to input, as well as to process evaluations.

The questions asked in each of the six categories emerged from many discussions among CASEA consultants about the crucial differences between the four schools with GD teams. These questions were then put in sequential order and an interview schedule was designed using them. The following questions are the ones that seemed most important in determining different outcomes among the four schools in the project:

Entry

1. What kind of interaction does the school have with its community?
2. What are the school norms in respect to extra time spent on the job, collaborative effort, and dealing with conflict?
3. What degree of discomfort or level of tension intrapersonally and interpersonally exists in the school?
4. What kind of person is the principal?

Selection of Subsystem

1. How were members chosen?
2. Who was chosen?
 - a. What formal roles were represented?
 - b. What informal roles in the organization were represented?
 - c. To what degree were all philosophies in the school represented?

Consultation with the Subsystem

1. What was the perceived competence of consultants by the clients?
2. How appropriate was the consultation design to the school?
3. What kind of interaction did the subsystem have during consultation?
4. Was there some confrontation or conflict during the consultation?
5. Were there any crucial incidents during the consultation?
6. How complete was the plan for generalizing the consultation back at school?
7. Did the subsystem members attain a sense of efficacy?

Subsystem

1. How clear was the role of the subsystem members in their own minds?
2. How legitimate was the subsystem as seen by the total system?
3. What norms existed for renewal or change of the subsystem?

Interventions

1. What was the total system's perception of the need for help?
2. How relevant were interventions to the goals of the members of the total system?
3. Were interventions timed according to when the staff members needed them?
4. Did the staff members learn to view differences as resources rather than a threat?

Outcomes

1. Did the project promote a feeling of competency and power in the members of the total system?
2. Did the staff members initiate change instead of merely reacting to environmental demands?
3. Were norms established for continuous evaluation and renewal?

We obtained the data presented in chapters 8-11 in several ways. First, we carefully analyzed the content of the documentation reports of the workshop from Runkel et al. We also formally interviewed every member of the school staffs during and after the interventions; we further interviewed each of the CASEA consultants about the sequence of events for each GD team. Finally, we reviewed all of the memos collected either at each school or by the CASEA consultants. Wherever our descriptions of events are not corroborated by several of the above sources, we will identify such comments as our opinions.

Chapter VIII

Gaynor Elementary School

Gaynor was the only group development school that already was undergoing organization change in the direction of becoming a multiunit elementary school. Although the problems that organizational change brought to Gaynor were not as severe as those at the other GD schools in the project, the Gaynor story is typical of a school ready for organizational change. Chapters 9, 10, and 11 similarly describe the change process in other GD schools with varying amounts of readiness.

We have included observations of the school's characteristics as a total system and subsystem; the interaction between the staff and CASEA personnel during the consultations, interventions, and meetings; and the final results of the project. Detailed information has been included so the reader may have a picture of the sequence of the school's organizational change and its complexity.

ENTRY

This section contains an overview of what Gaynor school was like before the group development consultation took place. We

will describe the: (1) social and environmental context of the school, (2) social structure of the faculty, (3) norms and procedures of the school, (4) characteristics of the principal, and (5) source of initiative and motivation for change.

SOCIAL AND ENVIRONMENTAL CONTEXT

Gaynor is a modern, pleasing, low brown frame building punctuated along the front entrance by panels of beige cinder block and a stylized mural of children. In front is a circular drive with parking around it; in front of that is a spacious lawn surrounded by a hedge of cedar. Behind the building is an extensive playground, and around the windows are flowering shrubs. Across the street is a dairy farm with a big weathered gray barn and open, green fields. Back toward town, one glimpses tree-shaded streets and attractive ranch houses with large lawns, cars, boats, and travel trailers.

This area is one of the two better residential areas of the school district; it is one of the few areas where voters support both the school budget and the school itself. Gaynor serves a white middle-class community. It has a fairly active citizens advisory board consisting of professional and business people.

The school consists of about 500 students with more than ample facilities for all. This happy situation occurred because Gaynor Elementary School was the "fair-haired child" of the district. Gaynor was built in 1962 and was the namesake of the retiring assistant superintendent of schools. Since Mr. Gaynor wanted to make sure that the school bearing his name was a good one, he and the superintendent asked for applications from volunteers within the district. As soon as the principal was chosen, he and Mr. Gaynor reviewed the applications, interviewed each teacher, and selected the best the district had to offer. The only nonvolunteer chosen was a capable librarian-teacher, who was asked to apply when this role was not filled.

Thus Gaynor, in its first year of operation, had a beautiful new flexible physical plant, the best staff in the district, the usual budget for operational expenses, and a few extra tidbits, such as generous Ford Foundation funding for training a 5-6 grade unit. This auspicious beginning was not an unmixed blessing, however. Staffs of other schools in the district were rather resentful of Gaynor's large slice of the district pie and of their arrogant attitude. The district staff sometimes referred to the "Gaynor Syndrome"—a name applied to any group that thought itself rather special. The Gaynor staff members did, in fact, think they were

special and conveyed this belief to the rest of the district and also to us as consultants.

SOCIAL STRUCTURE OF THE FACULTY

In 1970, the Gaynor faculty had two distinct elements. One was the highly cohesive, vocal, and powerful 5-6 unit. This upper-grade unit consisted of six teachers, most of whom had worked happily together for seven years. They tended to dominate decision-making in the school. The rest of the staff worked mainly as teachers in self-contained classrooms, although they sometimes collaborated on planning, and a few occasionally taught together.

In 1970, the Gaynor staff consisted of eighteen classroom teachers, one librarian, one music teacher, two half-time special education teachers, one secretary, one teacher aide, one nurse's aide, four cooks, three custodians, and the principal. Twelve of the classroom teachers had separate classrooms, while the 5-6 unit members had flexible groups. The secretary was used by everyone for everything; the teacher aide was used primarily for clerical work or as an assistant to the very active librarian.

The principal held the major decision-making responsibility, but he used the consultative or participative model. Usually a teacher or group of teachers would discuss action plans with him and he would approve their plans, especially in areas of curriculum or special projects.

NORMS AND PROCEDURES OF THE SCHOOL

In 1970, a visitor immediately felt at ease when entering Gaynor. On the wall were samples of children's art, and as you entered the office you were given a warm greeting by the school secretary. She quickly gave visitors any information or help they needed. The faculty room was full of working, joking teachers, yet they noticed a visitor immediately and asked if they could help. The principal was not usually seen—he was likely to be in his office or out of the school. He also was helpful and friendly, although a little more reserved than his exuberant staff.

It was clear that this staff was social, interdependent, collaborative, and outspoken. The data support these norms; Gaynor staff members listed more people they collaborated with than were reported by any other school staff in the study. The librarian was the person most often mentioned by other staff members as a person with whom they worked. An unobtrusive measure also supported the social, collaborative norms of at least a part of the staff. Most of the 5-6 unit, the librarian, and a few of the primary

teachers met every Friday afternoon at a local bar for the "Friday Afternoon Literary Society." These sessions were used for social maintenance, planning curriculum, special projects, constructive complaints, and just plain fun.

CHARACTERISTICS OF THE PRINCIPAL.

The Gaynor principal is a tall, stocky, sandy-haired, blue-eyed man with a quiet manner. He has the reputation of running a highly innovative school and actively searches for new programs. He also is working on his doctorate at a nearby university.

The principal is the kind of leader who chooses resourceful staff members and lets them work in their own way. In 1970, his staff rated him very high in areas such as treating teachers as professional workers and displaying a strong interest in improving the quality of the education program. They rated him low in areas such as making teachers' meetings a valuable educational activity, and giving teachers the feeling that their work is an important activity. Staff members sometimes complained because they were not sure of his stance on some issues, but they all loyally maintained they would rather work for him than for any other principal in the district.

At the time of the project, the director of elementary education for the district was nearing retirement. He was a good, kind man, but very slow in decision-making. Consequently, most of the principals in the district either stalled on decisions, or like the Gaynor principal, took action without clear guidelines from the director.

Gaynor's outspoken staff and gung-ho attitude made the director slightly nervous, and he had never been sure whether he had much control over Gaynor. The principal's unobtrusive style and his choice to let teachers do their own projects in the absence of a decision by the director made the director doubt that the principal supported him. But because Gaynor had a good reputation in the district and its principal never openly defied him, the director had rarely confronted the principal about his doubts. The director did say in a yearly evaluation that, "There are times when I feel the principal and staff tend to oversell themselves and their school" (another reference to the "Gaynor syndrome"). However, the district office was just a little in awe of Gaynor and interfered very little with its activities, because of the confrontive stance and proven expertise of Gaynor's staff.

The Gaynor principal has a favorable relationship with the surrounding neighborhood. Most of the people who are served by this school seem to want this kind of progressive and innovative school.

The principal established the Citizens' Advisory Board, asks the board's advice, and makes sure its members are informed of what is happening in the school. Some parents work in the school, and participation in special projects is relatively high. There were no complaints and no resistance to the new program; as one parent said to a CASEA documentor, "What's new at Gaynor is that something is always new!"

MOTIVATION: FOR CHANGE

The principal took the initiative in asking for the presentation for his staff. He and the staff felt that this project would help them accomplish better what they already wanted to do. The school staff had strong motivation for change, and they saw the project as a continuation of their change process and a means of evaluating their progress.

At the end of February, two CASEA staff members visited Gaynor to present the project. They were surprised by the negative response. One said, "We were really nailed to the wall—we can forget them!" At this time we at CASEA were not aware of the mode of response of this staff, i.e., to question vigorously anything new. Later we received word that the staff was still interested.

At a follow-up meeting in May 1970 which Runkel and Smith attended, they met first with the principal who presented them with a mimeographed copy of the work the staff had already done, including: (1) their unitized structure for the following year, (2) the academic content committees, and (3) the leaders of each of these groups who would be the members of the GD team. Runkel exclaimed, "Well, what do you need us for?"—meaning that their process already seemed to be what we were trying to teach.

During the meeting that followed the Gaynor staff broke into small groups and discussed their questions and concerns about the project. At the end of the meeting they seemed to have a clear idea of the CASEA project and what their role in it was to be. In retrospect, Gaynor was probably the only school out of our six experimental schools that did have much understanding of the project from the beginning, although a few of the staff members did not think that they did.

GAYNOR ENTERS THE PROJECT

In November 1969, the principal attended a meeting at which Richard Schmuck explained the multiunit project. Schmuck reported that "The Gaynor principal was most expressive about his positive interest in the project." He was interested for several

reasons. First, he had already experienced some training in communication skills and thought they were helpful. Second, he was proud of his innovative school and wanted it to participate in as many new projects as possible. Third, he felt that his staff and programs were at a point where some evaluation needed to be done and he was hoping that CASEA would supply some relevant information in this area.

Because the director of elementary education had no extra funds, he could not support the project financially, but he told his principals that any who were interested were free to try it. Gaynor and Monticello differed from the other four schools in the project because they had no central office financial support. Both, however, had staffs with intrinsic motivation for the project and the moral support of the central office.

SELECTION OF SUBSYSTEM

Gaynor was the only experimental school in which a representative GD team was discussed and chosen by the entire faculty before the summer workshop, and it was the only GD school in which CASEA's guidelines for the team were used. The principal called a meeting of available staff members and asked them to think about their organizational structure for the next year, and to decide who should participate in the GD workshop.

The staff met and decided that they wanted to have two units—first through third grade and fourth through sixth grade. This structure was intended to incorporate better the fourth grade into the powerful 5-6 unit, and allow for more varieties of interaction. Also, the group decided that they wanted three curriculum committees—language arts, math, and social studies—because they felt a lack of coordinated curriculum. Each staff member would belong to two groups—a teaching unit according to grade level, and a curriculum area according to subject matter interest.

Each of the teaching units and the curriculum groups met to choose a leader to represent it in the GD team. These five leaders plus the librarian and the principal were to act as the GD team. When the principal was told the team should consist of just six people, he arbitrarily dropped the librarian because she was not representing a group. We at CASEA insisted that the principal should be part of the team.

But membership on the GD team underwent some changes before the workshop began. Staff members were not happy over the exclusion of the immensely popular and capable librarian and felt that since she was an important leader in the school she should be

part of the GD team. They were dubious when we suggested that they ask the principal if she could be reinstated. He was delighted to do so; he had thought six was a limit imposed by CASEA. We decided to allow Gaynor to have a seven-person GD team.

By the close of school in the spring of 1970, the formal roles represented on the GD team were the principal, librarian, two intermediate teachers from the successful 5-6 unit (the intermediate unit leader and the language arts curriculum group leader), and three primary teachers (the primary unit leader, the math group leader, and the social studies group leader). However, by the time of the workshop in August, several substitutions were made. The language arts group leader took over the role of the intermediate unit leader, who resigned for a better-paying job; an available intermediate man took over for the social studies leader who had broken her wrist. And on the first day of the workshop, the principal asked the team if they would consider inviting the newly hired counselor (a new role at Gaynor) to be a member of the GD team; they assented willingly. Thus, the Gaynor group had had more choice, more influence, and more flexibility in choosing their leadership team than any other school in the project.

CONSULTATION WITH SUBSYSTEM

NATURE OF THE GD CONSULTATION

The consultation for Gaynor was expected to rest on the development of a plan applicable to the GD teams from all four GD schools. As it turned out the schools had unique problems and the GD teams had varying readiness for change. By the end of the week of consultation, it was apparent that a lack of goal clarity on the part of the eight CASEA consultants had developed. In retrospect we realize that as consultants we had begun changing our goals as we worked with our individual GD teams and their particular problems. Consultants to Gaynor, for example, were trying to teach the Gaynor GD team communication skills, problem-solving, decision-making, and equal participation. They did not have the problems of lack of trust and lack of directness that plagued most of the other GD teams. At the end of the first day, when the consultants modeled direct feedback to the principal, the group very quickly followed the consultants' example and were open and direct throughout the workshop.

CASEA CONSULTANTS

Smith volunteered to work with the Gaynor GD team. She was an experienced consultant, having worked on a previous large-scale

OD intervention with Schmuck and Runkel. She lived in the neighborhood of Gaynor and had warm feelings about the staff left from the time her son had attended the school. She was joined by Derr, now at Harvard University, who was just arriving at CASEA for a one-year appointment.

This two-one, chosen by chance, turned out to be effectively complementary. They also fit the character of Gaynor School because of their warmth, humor, directness, and confrontiveness. Smith and Derr worked well during the summer workshop week. Both liked consulting; Derr was excited about his new job and Smith had a special investment in Gaynor. Although they had also worked as consultants the previous week and were therefore very tired, both felt they had done well and were feeling competent.

PERCEIVED COMPETENCE OF CONSULTANTS

Most of the GD team members were somewhat familiar with this kind of consultation and understood what we were trying to do. Partly because of this familiarity, in later interviews all team members perceived Smith and Derr as competent; they rated them "good," "very good," "highly competent," or "excellent." They were also seen as having complementary strengths.

SUITABILITY OF DESIGN

The Gaynor consultants thought the design was too slow for the Gaynor GD team, who finished tasks early. Smith and Derr usually were urging that the workshop proceed at a faster pace, while the Monticello and Humbolt consultants were content with the pace and the Allen consultants kept asking for more time. We decided that in the future any designing for a GD team should not be dependent upon another team from a different school.

AGREEMENTS OF THE GD TEAM

During the workshop the Gaynor GD team agreed on the need for confidentiality, positive reinforcement, directness, survey, and expression of feelings. The team also planned to model some of these with the rest of the staff. Their action plan around these items was to:

1. Live by the group agreements.
 - a. Have regular meetings.
 - b. Reinforce one another.
 - c. Consciously evaluate how we are progressing toward our goal continuously.
 - d. Assign task, process, and recorder.

2. Set a meeting time for all units (Tuesday at 2:35) and hold a flexibly scheduled team meeting Tuesday evening.
3. Attend Wednesday staff meeting (September 2nd); assist with October 9 workshop at Gaynor and hold process observation at meetings.

RELATIONSHIPS AMONG TEAM MEMBERS

Effects of the workshop were probably seen most clearly on the principal. The open sharing between the GD team and him led to a change in the earlier Gaynor norm of "don't tell the principal; bitch behind his back." The GD team began to tell the principal, and others began to follow their lead. As they did, they found him more open to their complaints and more willing to deal with them than they had anticipated.

The principal himself was delighted with this change. He was amazed that staff members had not felt free to confront him and was pleased to be considered a part of the group. He said he had "more of a feeling of belonging," and also that he felt "more support and help from the staff" than ever before. The principal, with his highly competent and autonomous GD team, was confronted more with his failing to take a stand when the team felt it was needed than with failing to include them in decision-making. The staff at Gaynor already had norms of openness and shared decision-making, as shown by the way they made their decision to enter the project. What many staff members felt was lacking was clarity and support from the principal when decisions were made.

The Gaynor GD team members felt very good at the end of the workshop. The CASEA consultants thought that at least three major consultation goals had been accomplished. First, the GD team members became a genuine team, with the principal, the new counselor, and all the others acting and relating as equal participants. Second, the team members became aware of their degree of unequal participation—a problem which also existed in the school as a whole. Third, the team began to learn some techniques to nail down decisions and take actions. The Gaynor team had learned how to make high quality decisions rapidly, so feelings of being competent and strong were prominent. Team members left the workshop feeling drained (one participant said, "This is an understatement!"), but excited and exuberant about the coming year.

THE SUBSYSTEM

The Gaynor GD team consisted of elected and appointed representatives, who had been given legitimate power from their

colleagues. They had the advantage of being the only participants at the GD workshop to have been chosen as a school leadership group. Through their experiences at the workshop they had learned about how special they were and as a consequence had become very cohesive.

The Gaynor GD team also had the advantage of not perceiving themselves as OD consultants by the start of school in September. In fact, neither they nor the Gaynor staff viewed the team as even "mini-consultants," as the Humbolt and Allen GD teams had. The Gaynor GD members stated their team goals as follows:

1. To introduce the multiunit school design to the staff.
2. To help with skills and abilities; teach for people; be a sounding board for the staff; take data; debrief with core group; help the principal; help all teachers; gradually step back, using feelings, confidentiality, and directness, with some help from Smith and Derr.
3. To achieve our multiunit school design.

TEAM MEMBERS' SENSE OF EFFICACY

All GD team members except one later said that they felt they personally had power to make things happen. The one exception said that she did have power in her particular area of expertise. This team, which was representative of the school as a whole, was a proactive group; they expected to make things happen, rather than to simply react to others. The Gaynor team had the highest degree of feelings of efficacy of any GD group in the project.

INTERVENTION DURING THE YEAR

The Gaynor faculty had four major all-school events during the 1970-71 school year: September 1; October 9; February 22, 23, 25; and April 9.

SEPTEMBER 1: PRESENTATION TO STAFF

After a welcome from the principal, the GD team members along with Smith and Derr took over the meeting. First, Smith and Derr gave a brief introduction to CASEA's part in the project. Next, name tags were passed out and the two primary teachers asked Gaynor staff members to take a few minutes in buzz groups to get reintroduced and to meet newcomers. Next, Smith drew a distinction between task and process phenomena and asked all participants to watch for both phenomena. Then, the principal and the librarian presented the tinkertoy model that the GD team had constructed during the workshop. The counselor explained what ideas, goals, and problems came out of the summer workshop

and showed how some of these were reflected in the tinkertoy model. Finally, all of the GD team members worked with small groups of the Gaynor staff to discuss the tinkertoy model and possible events for staff involvement later in the year.

The team's program was well received by the staff; some said it was the best opening meeting they had ever had. The questions were specific and direct, and the answers were clear and satisfying. Later, other action plans considered ways of overcoming the resistance of three teachers who were somewhat negative toward the project, as well as ways of encouraging unit members to state their likes and dislikes on the job and their goals and expectations for their units. The team also tried to emphasize that the goal was group planning and not necessarily children moving. They wrote, "Involve, encourage, support—take contributions from and give reinforcement to everyone in the unit."

OCTOBER 9: COMMUNICATION AND PROBLEM-SOLVING

This day-long workshop—sponsored by the GD team and the two CASEA consultants—was open to but not required of all staff members. The initial design for the event was:

- 8:30-8:45 Coffee and Introduction
- 8:45-9:30 Introduce Paraphrasing
 - Lecturette
 - Exercise ("People as Animals")
 - Debrief
- 9:30-10:15 Introduce Description of Feelings
 - Lecturette
 - Exercise ("Blindfold")
 - Debrief
- 10:15-10:30 Coffee
- 10:30-11:15 Introduce Behavior Description and Perception Checking
 - Lecturette
 - Exercise
 - Debrief
- 11:15-11:30 Helping Trios
- 11:30-12:45 Lunch
- 12:45-3:00 Problem-Solving
 - Introduce the problem (10 min.)
 - Brainstorming (15 min.)
 - Choosing alternative solutions (30 min.)
 - Process (20 min.)
 - Coffee (15 min.)
 - Action plans (30 min.)
 - Helpful behaviors (15 min.)

The following memorandum was prepared by Smith about this event:

Memo to: The Gaynor Crew and CASEA files
 From: Mary Ann Smith
 Subject: The October 9 intervention at Gaynor

The Gaynor GD team and Derr planned an intervention for the rest of the staff members in order to introduce them to communication skills and the problem-solving sequence. Although attendance was voluntary, and many alternatives were offered, there were fifteen participants in the morning (including three from the GD team) and nineteen in the afternoon (including five from the GD team).

During the morning we introduced the communication skills with lecturettes, did a brief exercise for each, and debriefed, using the skills. Our only difficulty was that staff members were so quick at learning that we found ourselves with an extra hour to fill. After a hurried conference in the hall, Derr and I decided to throw in helping trios. This exercise seemed to be most rewarding for everyone, including the consultants.

The afternoon was spent in two problem-solving groups. We speeded up the sequence by using problems the leadership group had chosen and by using Derr's condensed version of the problem-solving sequence. One group arrived at two action plans; the other did not, but felt that the brainstorming had been profitable.

The principal told us that almost every participant had stopped in the office to say how much he had enjoyed the day and how much he thought he had learned.

We then adjourned to the Thunderbird bar for the "Friday Afternoon Literary Society."

FEBRUARY 22, 23, AND 25: TEAM BUILDING

The third major event at Gaynor was spread over three days with only a part of each day devoted to training. Two more CASEA consultants—Stepherson and Wyant—were added to work with staff members who were not members of the primary or intermediate units. Smith worked with the former unit; Derr worked with the latter. Overall design for the three days was:

February 22:

4:30 Tareyton exercise for team building in units

Primary: Smith

Intermediate: Derr

Residual: Stepherson and Wyant

5:30 Break

5:50 Data feedback presented and used to identify problem areas for problem-solving tomorrow

7:30 Adjourn

February 23:

- 4:30 Revised short form problem-solving in units
- 5:45 Break
- 6:15 Continue problem-solving
- 7:30 Adjourn

February 25:

- 4:00 Meet in units to finish presentation for entire group
- 5:00 Break
- 5:30 Presentation of action plans from each group to total group

Two team building activities that were prominent during the three days were the Tareyton Exercise and the Task Relationships Exercise:

I. The Tareyton Exercise (I'd rather _____ than _____).

Most of us are not committed to fighting for Tareytons or switching to another brand. We do have priorities and preferences when we work in groups. For this exercise, list below several examples you would prefer as a member of the team. Try to be specific. These examples should be related to your work in the team. They will be shared with the group.

For example

I would rather *not say anything* than *hurt George's feelings*.

I would rather *do almost anything* than *attend one of our boring team meetings*.

Please complete

1. I would rather _____
than _____
2. I would rather _____
than _____
3. I would rather _____
than _____
4. I would rather _____
than _____

II. Task Relationships Exercise

With respect to you and the task you normally perform together as a working team, there are some things you would find easy to share and other things you would find more difficult to share.

List about three things which you would normally find easy to share when working in this team. Then list three things which are more difficult to share.

Now let's discuss with the group the things which you find easy and difficult to share.

Smith prepared the following memorandum about what happened in the primary unit:

Memo To: The Gaynor Crew and CASEA files
 From: Mary Ann Smith
 Subject: The February Team-Building Intervention for the
 Gaynor Primary Unit

Primary unit members thoroughly enjoyed this chance to work together on their group processes. Because of curriculum meetings and an outside class, they have spent virtually no time together except for hurried "business" type agendas.

During the Tareyton exercise, primary unit members were really struck by the fact that *everyone* in the unit said that she would rather listen than talk. They began discussing how important it was for all team members to contribute, even though they might be afraid to sound stupid.

They also seemed rather confused about what teaming actually was and had some resistance to it. I then gave them a little pep talk about how teaming could help them personally and asked each person to describe what she liked to do best and what least. They were amazed at the variety of answers and they began to see one another as resources. This was also the first time the *advantages* of teaming were really evident to the unit. The problems they came up with were: (1) lack of meeting time as a unit, (2) need for better communication within levels and within primary group to discuss sharing of kids and curriculum, (3) transition of junior 1st to 2nd and 3rd grades; and (4) one teacher as an outsider—she joined the staff in January (having been absent because of illness).

On the second day, primary unit members made specific action plans about their meeting time problems and were very satisfied with them. They also continued to be excited and very happy about working with one another. Derr and I had speculated that their lack of stated problems in the data feedback was due to a lack of trust, but after meeting with them, they and I were convinced that the lack of stated problems was due to lack of interaction as a unit. After the break, other problems were discussed and listed for future agendas. The unit members' main regret was that the new teacher was sick and unable to attend these sessions. They decided to have a process session at their first unit meeting for team-building with her.

On the last day the primary unit members were subdued and quiet. One teacher who had been an unexpected spark plug for the group was missing and the new teacher attended for the first time. Unit members tried to bring her up to date, but were somewhat bored at reviewing the material. They also wanted to try to get her "in" but didn't have time to do this. However, during the unit leader's presentation of their action plan to the whole Gaynor faculty, the primary unit's material sparked some heated discussion and I was pleased that the unit members supported their leader. This was the *first* time I had seen them work as a team in a total faculty meeting.

Derr prepared the following memorandum about what happened in the intermediate unit:

Memo To: The Gaynor Crew and CASEA files

From: Brooke Derr

Subject: February Intervention for the Gaynor Intermediate Unit

The intermediate unit first heard the data and then tried to interpret it to fit their needs. The most salient issues were: (1) The team is inefficient. It needs to delegate more, deal less with trivia, be more disciplined. (2) There is a need for finding time to discuss "bigger" issues, such as the kids, goals, philosophy. (3) There is little sense of direction in the team. Where are they headed? Will they adopt a multiunit or a self-contained or their own form of organization? (4) There is an "innovation overload" in the team. There is such an abundance of new programs and events that justice is not being done to any one program. There is little time for proper evaluation. (5) There is no teaming on instructional matters taking place. The unit meeting represents the extent of teaming. (6) The GD team is an in-group. There was some jealousy expressed about GD members. Those in the GD team are seen as highly trained and holding prestigious positions. (One member said here, "What a laugh!")

The intermediate unit decided not to follow the problem-solving model but to set goals. The second day was spent exploring the dreams of team members about their jobs, the team, the school in June, 1972. These dreams were then established as ideal states; they were put in categories and were given priorities, and then action plans for arriving at one of these states were discussed. Five realistic goals (later described in the Gaynor bulletin) were set to improve the quality of the unit meetings. Persons on the team then took responsibility for making plans to achieve each of the goals. They grouped on three of the five goals and began to work on realizing them.

My impressions of the intermediate unit are: they have a difficult time working together because everyone talks and few listen; they are not yet ready to collaborate on instruction; they are not sure about whether or not they want to be a multiunit school; and, it is difficult for them to problem-solve or to carry a plan through to completion.

Wyant's memorandum about what happened to the Gaynor staff members who were not in either of the units was:

Memo To: The Gaynor Crew and CASEA files

From: Spencer Wyant

Subject: February Intervention for the Gaynor residual group

The "residual" group, which we discovered meant those without classroom assignments, had a great deal of difficulty the first day,

in part because these people had no experience in working together and because they did not have a mutual perception of the problems and what to do with the data feedback. Some were GD team members, others were not.

The second day was very fruitful. Members of the group at this point were the principal, librarian, counselor, music teacher, and reading clinician. The day began with the recognition that this group could function together although it had no formal status in the school—a very freeing perception. The group decided to concentrate on school-wide problems. The chosen problem was “behaviors which facilitate and hinder cooperation.”

The problem was slowly transformed as it was dealt with: in the second stage the group decided that the problem was that the school's philosophy was not sufficiently specific to guide behavior. All three elements (cooperation, commitment, goals) were reflected in the final action plans. The group worked well together, and was sufficiently enthusiastic to go nearly an hour overtime.

The residual group merged with the entire staff on the third day, losing any identity . . .

My impression of the total group the third day was that boredom, frustration, and interpersonal conflict levels were very high. Conflict didn't surface.

At a debriefing session back at CASEA, Smith, Derr, Stepherson, and Wyant discussed the following impressions. They agreed that frustration and boredom levels were high on the third day of the intervention. They thought that some of these reactions could have been averted if they had done better planning for the day. Part of the frustration also was caused by the fatigue of the Gaynor faculty. Nine hours of workshop added to a full week of teaching carries high demands for energy. Furthermore, the end of February is widely viewed as a low point in the school year.

On the favorable side, the excitement and cohesiveness of the primary unit was obvious. Also, most faculty members seemed comfortable in moving toward the multiunit structure. Although the issue of whether Gaynor would be multiunit was not confronted directly, progress seemed to be in that direction. The consultants agreed to push for a decision by the Gaynor staff by April. But even before April, Gaynor obviously was committed to the multiunit structure. In March, the Gaynor staff agreed formally to become a multiunit school. What was left now for CASEA and the GD team was to strengthen the group processes in the units.

APRIL 9: ROLE NEGOTIATION

April became a critical period in the Gaynor staff's movement toward the multiunit structure because it was the month when

unit leaders would be chosen for the following year. The newly designated unit leaders were to get their first exposure as unit conveners at CASEA's last intervention. CASEA consultants sought something special and outstanding for their last day-long session with the entire Gaynor staff.

During the previous month the Gaynor faculty had decided to change its structure to that of the typical multiunit school for the following year. There were to be three instructional units (1-2, 3-4, and 5-6). The three leaders of these units along with the counselor, librarian, and principal would form the future Gaynor leadership team.

CASEA consultants believed that the Gaynor staff needed more experience with organizational problem-solving and that as a staff they should be capable of solving problems collaboratively. However, after considerable discussion, the consultants chose another design that would help the new unit leaders be more visible, and that might equalize the unit power at Gaynor. The consultants believed that the lower-grade units needed to be more forceful in future problem-solving sessions with the powerful 5-6 unit. The consultants were concerned that a straight problem-solving format might only help the highly vocal 5-6 unit to achieve its own objectives at the expense of the others. The consultants also wanted the Gaynor staff members to realize that trying to gain power and acting on one's own behalf are realistic dimensions of any complex organization. They were concerned that a role negotiation model might jeopardize the trust and rapport at the school, but felt that the possible advantages, i.e., equalization of power, and more vocal primary units would outweigh the risks. Also, the Gaynor staff had a seven-year history of openness and confrontation and Smith and Derr thought they could weather the conflicts.

To begin the day, the consultants passed out copies of a negotiation strategy. The units convened, read the strategy paper, talked about tactics, and discussed the items they wanted to negotiate. They were: (1) the lunch schedule had to be synchronized and sequential, so each of the three teams was required to choose a lunch period that did not conflict with another group; (2) the whole school had to teach math during the same hour, and it was necessary to select a mutually acceptable math period; and (3) each team had to choose a daily PE period that permitted them exclusive use of the gymnasium. The strategy paper read as follows:

NEGOTIATIONS

Basic Objective: To try to get that situation which is most beneficial to you (your group).

Tactics: Try to convince the others that the consequences of their changing their position is less undesirable than they had supposed.

Interpret to the other side the consequences of not changing as more threatening to you than they had supposed. Use threats and negative sanctions if they refuse to give in.

Be prepared to give and take. You should avoid either extreme end result (i.e., total capitulation to the other side's requests, or trying to win all of your demands). In fact, it is good to think of the negotiation process strategically. Why not make some demands you don't really care about so that you can trade them for ones you really want? What are you willing to give up? How can you move the other side to the position you really want without having to give up too much?

Don't try to win your position at any cost. Concentrate on winning so that you will be in a good negotiating position in the future. For example, what procedures would you like to establish for future negotiations that would help you? What items do you want to put on the agenda now so that they can be raised in the future?

The Rules: During the information-sharing periods, the representatives of the various groups are free to share whatever information about the plans of their group that they wish to share.

During the formal negotiation period, there is time allotted for the following activities in this order of sequence:

- 1) establishing the time period for negotiations, after which the decision will be made by arbitration (five minutes).
- 2) sharing the various demands and setting the negotiation agenda (fifteen minutes).
- 3) finding the "contract zone"—the least favorable terms for which each is willing to settle: the ideal states (ten minutes).
- 4) negotiating—proposals, what sanctions each group is ready to use to get its position; determining bluffs and nonbluffs; trying to resolve the questions (twenty-five minutes).
- 5) commitments—giving the representatives time to meet with their groups to assure that they can deliver what they have negotiated (five minutes).

Derr was in charge of the overall design. He directed the activities and made sure the design proceeded on schedule. He prepared the following memorandum as a description of what transpired:

Memo To: The Gaynor Crew and CASEA files
 From: Brooke Derr
 Subject: April Role Negotiation Intervention

About an hour after we had begun, we held our first information-sharing meeting. The unit leaders were asked to divulge any information about their positions, their feelings, or their strategy that they

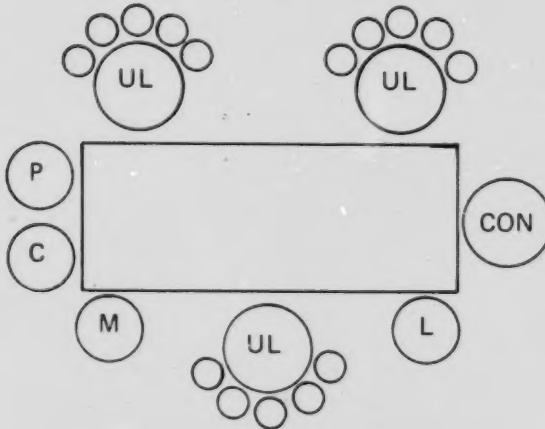
thought would help the other units forge out their agendas and take their own positions. No unit leader was required to share any information that might jeopardize his or her unit's position at the negotiating table.

The information-sharing meeting is a very important part of this design. Its main function is to set the tone for the negotiations. By giving each unit leader equal bargaining power, the groups are perceived as equal power blocs. By talking openly about strategies and by legitimizing the hoarding of some information for tactical purposes, the negotiators get a feel for the kind of involvement they will have with the other unit leaders. Most importantly, the norm of selfish bargaining is established as all parties vie for a strategic position at the negotiating table.

There were two results of this meeting: (1) It became obvious that the lunch schedule was not going to be a negotiable item; all the units preferred different lunch periods. (2) It was evident that the 5-6 grade unit would be quite demanding and that the 1-2 grade unit was as yet unprepared to bargain selfishly.

The 1-2 unit got the message that they would have to take a stronger stand to get their desired schedules. Also, the 5-6 grade unit was somewhat shocked to discover that their hegemony was being questioned and that they would really have to bargain to get their way.

FIGURE 30



Negotiations were held for a two-hour period at a long table in the teachers' lounge. At the table were the consultant, the principal, counselor, music teacher, and librarian (who were not directly involved in the bargaining but who had important information on the subject) and each of the unit leaders. Around the outside of the table, directly behind their leader, were the other five members of each unit (see figure 30).

The negotiators (unit leaders) shared their list of demands, which were then written on a matrix on the blackboard. Math was no problem; everyone agreed that school-wide math should take place from 9:30-10:30. It quickly became obvious that the real issue for negotiation would be the PE schedule. All three units wanted PE in the afternoon.

CONTRACT ZONE. An attempt was made to find the "contract zone" by asking each unit leader to state, first, the ideal situation and, second, the least favorable terms for which they would settle. All parties clearly wanted the afternoon schedule and seemed quite opposed to settling for anything less. All of the groups had good reasons for their demands and were unwilling to abandon them for the good reasons of another unit.

The negotiating followed some discernible stages:

Initial Intransigence. At first the parties reiterated their positions and tried to convince the other groups that their cause was the most just. When they saw that nobody would win at this game, the various units began searching for alternatives. Many of the unit members passed notes to their leaders making suggestions and proposing alternatives.

Giving a Little. The proposals and counterproposals advanced during this stage were not very significant but represented some give-and-take. For example, one unit which had originally requested an hour for PE was willing to take 35 minutes. Another group said it would also take a shorter period if it could simultaneously use one of the vacant classrooms.

The 5-6 grade unit, as represented by its leader, continued to ask for prime time and was unwilling to bend.

Feelings were running high. The 5-6 unit members thought they owned this prime time; they had always had it. The other two groups thought that the 5-6 unit had usurped the schedule so long that now it was their turn.

A Search For a Completely Different Alternative. Trying to work around an impasse, the principal suggested that perhaps two unused classrooms could be converted into a lunchroom (the gym was also the lunchroom) and then the gym would be free for PE during the lunch period. This proposal seemed quite appealing. However, numerous problems of supervision, of logistics, of food transportation, and of convenience were raised. It was decided that there were too many problems to make this alternative viable.

Meeting the Problem Head-On. After lunch, the three units regrouped to discuss their alternative positions and to make counter-proposals. The 1-2 and 3-4 grade units met together and decided to form an alliance that would force the 5-6 grade unit to adopt a morning PE schedule. The negotiators returned to the table after about 45 minutes of deliberation.

The discussion became very heated as the two lower-grade units pushed their position and the upper-grade unit resisted. Two events finally enabled us to arrive at a settlement. One chair at the negotiation table had been left free for the use of any unit member. One member of the 3-4 grade unit used it to effectively confront the logic of the 5-6 grade leader's position. Second, the consultant suggested that the team leaders change roles and negotiate for the other side in an attempt to use both perspectives in reaching a solution.

It was finally agreed that the 5-6 grade unit would have a morning PE schedule and the other grades would take the gym for PE in the afternoon. The unit leaders checked with their units and all agreed that they could abide by this agreement. The 5-6 grade unit added, "We can live with it but we surely don't like it."

EVALUATION. After the negotiations were ended (they took about four hours in all), we received mixed feedback about their success. Some persons were elated at the new sense of power their unit felt. Others felt that they had created new tensions that would lead to future communication and relationship problems between the staff. Still others believed that it had been the only viable way to handle such a hot issue and that over time the decision would be accepted and prove workable.

The fact that the unit members were present gave the leaders a feeling of equal power and a sense of responsibility for representing them. (Members were easily accessible, and several times caucuses were called to get their opinions.) Also, allowing the members to pass notes to their leader appeared to be helpful. The formal, polite, controlled tone of the negotiations seems to have aided the leaders in stating their demands without fear of undue hostility. Humor and well-timed coffee breaks also seem to have eased tensions. Continually asking for and proposing alternatives tended to keep the session moving. Leaving an open chair at the table, changing negotiator roles, and regrouping all helped promote an eventual settlement.

A CASEA documentor wrote the following comments about the units' interaction during the role negotiation meeting:

*Unit 1-2—*shows a lot of evidence of the OD kind of consultation that CASEA tries to develop. Particularly noted were paraphrasing, feeling expressing, and summarization. There was also a lot of information-sharing and question-asking. The group was characterized by a close seating arrangement and strong ability to stay on task with few breaks.

The unit members might move rather slowly in accomplishing goals because they hold back individually and as a group from strongly expressing their thoughts. It seems that the group does not have a great deal of self-confidence. However, as a group they have every right to be confident, if only this could be fed back to them.

Unit 3-4—works very well together. It appears, however, to be more a function of the spontaneous interaction of the particular people in the group than of a process consultation product. Because of this natural “getting along,” the group is seldom conscious of its own processes. This may be evidenced by the group’s wandering on and off of the task, intermixing task with light conversation.

If the group became more conscious at times of its process toward task completion, the members would be aware of their ability to accomplish a great deal together in an amazingly short time.

Unit 5-6—has no lack of strong ideas and of strong dynamic group members. As a whole, the group contains a great deal of energy.

The dominant theme of the group is taking positions, both individually and as a group—although the former greatly predominates. In coding question-asking, information-giving and stating, we found that stating kinds of sentences are almost entirely lacking. The group appears to be too busy “attacking” the task to be worried about the processes of working together.

This intensity of all of the group members toward the task appears to me to stifle the ability of the group to reach solutions to problems. The pattern appears to be one of—

leads to

Intensity —————> Defensiveness.

This pattern not only blocks the group from being able to discuss its own working processes, but is also a stumbling block in the interaction of members and of the group with the other two units of the school.

In a later article, Derr wrote the following:

We at CASEA waited two weeks to evaluate the results. We thought this would allow some of the emotions to calm and would make for a clearer evaluation. (Also, the principal did not want this rather controversial subject raised again until “things have had a chance to settle a bit.”)

All of the units reported being highly committed to the decision, so the negotiated settlement will go into effect and should be implemented. As to satisfaction with the decision, there was a significant difference of opinion among the groups. On the average, the 1-2 and 3-4 units felt “satisfied” with the settlement, while the 5-6 unit felt “dissatisfied.”

Negotiations, unlike problem-solving activities, are designed to get the parties “half-a-loaf.” Theoretically, all parties should only be “somewhat satisfied” or see the intervention as “somewhat fair.”

However, in this case there is a definite split between the units. Also, the lower-grade units perceived the negotiations to be "fair," while the 5-6 grade unit felt that they were "somewhat unfair."

OUTCOMES AT GAYNOR

The GD team at Gaynor had two major problems throughout the year. These were their in-group-out-group relationship to the rest of the staff and their own high-level intragroup cohesiveness. The first was caused by the suspicion generated by the staff (the "out-group") regarding the GD team (the "in-group"). They dealt with this by occasionally asking other staff members to attend team meetings, and by publishing the minutes of the team meetings. By the middle of the year this problem was solved.

The second problem area arose from the very cohesiveness of the GD team. Because most team members felt very close after the August GD workshop, they decided to meet every week in a combined work-and-social session. While these meetings did help solve the social maintenance needs of the team, they used too much time and energy, and the team decided to meet one afternoon a week. The second aspect of this problem of cohesiveness was that the team began to feel afraid to jeopardize their closeness and became less direct. One member was having severe personal problems which were interfering with the functioning of the team. Because of the team members' desire to protect her, they hesitated to confront her with the disruption she was causing in their task.

This problem never was satisfactorily solved, continued all year, and affected interaction the following year, because some of her misuse of paraphrasing, descriptions of feelings, antagonized staff members and made them hostile toward CASEA. This early lack of confrontation led to some serious misunderstanding of communication skills that still exist in the school. Because of the problems with this team member, the GD team was relieved to pass on their authority to the new leadership group, chosen as easily by the staff as they themselves had been.

THE NEW LEADERSHIP TEAM

The new Gaynor leadership team met on May 19 for their own team-building workshop. They had already chosen new unit leaders, had met a few times, and wanted help from the consultants. Smith and Derr were asked to design the day. They responded by emphasizing problem-solving about some real concerns.

The primary problem focused upon how and where to cut out one teaching spot at Gaynor (a requirement handed down from

the central office). After some introductions and a couple of warm-up exercises, the group went into a brainstorming mode to come up with the pro's and con's of eliminating a teacher from each of the units. Here are some of the ideas that were brainstormed.

If reduction were made in unit 1-2:

<i>For</i>	<i>Against</i>
Probably smallest population.	Would eliminate preprimary room.
Would cause nongrading.	Would increase class size where it would hurt most.
Use parents as reading tutors?	Most dependent for first few months.
	Difficult to pinpoint problems.
	Eliminate chance for transitional room.
	Could not follow through with programs now in use.

If reduction were made in unit 3-4:

<i>For</i>	<i>Against</i>
Perhaps smallest total team.	Would hamper separating problem children from each other.
Team would rather accept this than see it happen to primary.	Would hamper plans for hopes of more team teaching.
	Lessen chances of getting a good man in 3-4.

If reduction were made in unit 5-6:

<i>For</i>	<i>Against</i>
Could better absorb the overload at this age.	Probably will have the largest population.
Could use teachers from other teams as reading tutor.	More complicated schedule.

After reviewing the pro's and con's, the following alternatives were suggested for the staff to think about:

1. Lose teacher during 5-7 periods; 1st, 2nd, 3rd teachers could help from 2:00 to 2:30 for language arts.
2. Use counselor to teach 4th PE.
3. Librarian could take one of the language arts 5-6 groups each day. Alternate groups by units of teaching. (Same offer if 3-4 lost teacher.)
4. The unit losing teacher will ask for help from other units and decide how to use it.

The leadership team finally decided to recommend to the faculty that with some moving around of assignments in units 1-2 and 3-4, the problem of reducing the Gaynor staff by one professional could be solved. The team made the following agreements for the year:

- (1) When will we meet? Tentatively Tuesday afternoons, with unit meetings Wednesday afternoons. General staff once a month on Tuesdays, and we meet that evening.
- (2) Next Tuesday (watch this day changing!!) general staff meeting to present this information; break into units for feedback.
- (3) Make a real effort to improve communication between leadership team and units. Publish unit meeting minutes for everyone. Meeting schedules will help flow of communication.
- (4) Take turns writing minutes; every effort to get them out promptly. Loose-leaf notebook will be started for a file of all leadership minutes.
- (5) Agenda set by task master—open agenda anyone can add to. Clip-board for agenda—anyone add, sign name, and come!
- (6) Have a task and process person at each meeting. Task: guiding through the agenda. Process: conscious of feelings and attitudes—anyone left out, cut off, reluctant to speak.
- (7) Be on time! Start on time!
- (8) Try to be direct—feelings here and now—regular debriefing.
- (9) Use surveys.
- (10) Attempt to arrive at agreements—and follow up—who will carry it out?
- (11) We need a face-lifting for the leadership group; people felt left out—we will invite others to attend. Take issues to staff—make recommendations—staff made decisions.

The GD team had very nicely transferred its legitimate power to the new leadership team. The GD leadership team was formally terminated; the new leadership team was formally born.

THE GAYNOR STAFF

By May, the total staff still was not entirely in units, but plans for the following year saw a definite team forming in grade one; and teaming, although ragged, continued in grades five and six. The most hopeful sign was the birth of the new leadership team and the transfer of the previous year's GD training and agreements (with some added) to that group. Moves were being made, although slowly, in the direction of the multiunit school.

On May 23, 1971, at a faculty meeting, CASEA documentors collected data about the meeting. The results of that survey are shown in table 2.

TABLE 2
Reactions of Gaynor Staff to
Meeting of May 23, 1971

	YES! Strong	yes mild	no mild	NO! Strong
1. The results of this meeting were worth the time.	6	12	3	0
2. I was given adequate opportunity to state my beliefs about subjects discussed by the group.	7	10	3	0
3. Our meeting was efficient.	3	7	0	10
4. I am satisfied with the attention and consideration others gave my ideas and opinions.	9	9	1	0
5. We wasted too much time in this meeting.	0	9	9	3
6. The group effectively used my knowledge of the subjects discussed.	6	9	2	1
7. The most important topics were never discussed.	1	1	9	10
8. I had adequate opportunity to influence our conclusions and decisions.	6	9	4	1

These responses indicate primarily favorable reaction to the meeting, in striking contrast to the previous year when most of the Gaynor staff felt that almost all the faculty meetings were a waste of time. The few negative comments were: too much talking all at once; too much talk from a few people; people interrupted each other; leader talked too much; side conversations. The positive comments were: leader was firm; willingness to bring matters to attention of staff; allowing delegation for further study; more people expressed opinions; agenda contributions; a paraphrase or two.

FROM GAYNOR WITH LOVE

Our final feedback from Gaynor was in the form of this letter, signed by all:

Dear CASEA Consultants:

The staff of Gaynor Elementary School would like to extend a vote of thanks to all of you at CASEA for really screwing us up this year.

In all sincerity, we really do appreciate the time and effort put forth by a great group of people, both in the summer workshop and during the school year. We experienced numerous "growing pains" and we certainly aren't yet where we hope to be someday, but we all agree our whole staff has benefited greatly from the CASEA training.

Since the Gaynor staff is unique (in at least a dozen ways), it must have been a frustrating year for those of you who had the pleasure of working closely with us.

Yes, the year was frustrating for us, and yes, the Gaynor staff did still have farther to travel. What many Gaynor staff members did not know was that they were already farther along the road to a multiunit structure than the other three GD schools.

Chapter IX

Allen Elementary School

Allen Elementary School was among those given the opportunity by the larger school district to use group development training to move toward a multiunit structure. All but two of the twenty-one staff members voted to become involved with CASEA in the project. The principal and four of the teachers received five days of GD training in communication skills, goal setting, decision-making, and problem-solving, and then set out to bring about changes in the school. Four months later the staff was confused and unhappy, and they voted to withdraw from the project. The Allen staff had taken no steps to modify its organizational structure. Not one teaching unit had formed.

A carefully documented analysis of Allen Elementary School's participation in the CASEA project was written by William Starling (1973). In his introductory remarks Starling says:

Above the kitchen sink in our home, my wife has taped a small piece of paper bearing these words: "I know what I have given, but I do not know what you have received."

Starling goes on to say:

Everyone who tries a complex innovation with a school staff should say something like this to the staff members involved. Because the innovator does not know what the staff has received, there will always be some gap between the response he expects and the response he actually encounters. Accurate information about the reaction of staff members as a group to a proposed educational innovation is crucial to the successful implementation of that innovation.

Had we known at the inception of the work with Allen Elementary School all we were to learn later about the low level of readiness of the school staff to participate in complex organizational change, we might very well not have included Allen in our research and development project. And that would have been too bad. Our experience at both Allen and Humbolt gave us important information about the preconditions needed before an elementary school can deal with change in a productive way. In the case of Allen, in particular, it is possible to say in retrospect that communication among the staff and between the staff and the CASEA consultants was too superficial at the beginning of their interaction to make accurate diagnosis of the actual problems that existed at the school. We now know that at the heart of the entry stage in an organization development intervention lies the difficulty of knowing when a school has truly decided to enter a project.

ENTRY

This section contains an overview of what Allen school was like before the group development consultation took place. We will describe the: (1) social and environmental context of the school, (2) norms and procedures of the school, (3) characteristics of the principal, and (4) source of initiative and motivation for change.

SOCIAL AND ENVIRONMENTAL CONTEXT

Allen school is located in a lower-middle class neighborhood. Of the 200 families served by the school, approximately 56 could be considered lower class and 60 lower-middle class. The wage earner in about 40 families is unemployed, if we include those dependent on welfare and Social Security. Although roughly 100 families are supported by someone earning an hourly wage, most of these persons work at unskilled jobs.

A large number of the 200 families have five or more children; 45 percent of the families have experienced a separation of the parents. There is a high rate of illness among the children and a

great need for health surveillance. Absenteeism is high among students: in 1968 there was an average ratio per student of one day absent for every 11 days present; during the 1970-71 school year, the ratio was one day absent for every 15 days present. The Allen community has a highly transient, mobile population. Student turnover is approximately 85 percent per school term. In 1970-71 the enrollment dropped from a high of 358 students to 250 students.

Allen school is considered to be a "target" school by the district and receives a considerable amount of federal program money. In 1971 there was a Program for Five-Year Olds, an after-school activity program which promoted the concept of the school as a community agency. Volunteers taught classes to older students in ballet, ukelele, guitar, art, piano, recreation, knitting and sewing, photography, chorus, and grooming for girls. This group of volunteers was made up of elderly women, college students, Allen school mothers, high school students, park and recreation specialists, and members of the Neighborhood Youth Corps. There was a tutorial program partially funded by the state which used volunteers from the local university. A Perceptual Development Program for three classrooms of children was federally funded. Federal funds were used during the period of study (1970-71) for one full-time aide, five part-time aides, extra supplies, a math program, Tom Thumb Bookmobile, Big Brother/Big Sister Program, extra nurse time, outdoor education for grades 4-5-6, hearing and speech services, and field trips.

The regular teaching at Allen was done in traditional, self-contained classrooms. The school is an old one-story building with classroom wings surrounding a gymnasium and lunchroom on three sides. The two sixth-grade classrooms are separated from the rest of the building; the sixth-grade teachers have to go outside to get to any other part of the building.

NORMS AND PROCEDURES OF THE SCHOOL

There were seventeen certified teachers at Allen school during the 1970-71 school year; the youngest was twenty-three, the oldest was sixty-three, and the median age was thirty-four. While the median years of teaching experience of these seventeen teachers was ten, the mean and the median number of years they had taught at Allen school were three. Most of the teachers felt that working conditions at Allen were good and they appreciated the freedom to "do their thing."

Two of the seventeen teachers teamed together to do precision teaching, a system of instruction where students keep very precise

records of their own behavior and learnings. A third teacher did precision teaching by herself. Teachers seemed to be very concerned about students and recognized the many needs of this particular community of children. Teachers also worried about the lack of communication between staff members and about communication with the principal. One teacher expressed it, "Information seems to get lost."

After four months of study of the Allen school staff, Starling (1971, p. 123ff.) made the following observation:

... The sense of interdependence among the staff members was minimal. As one teacher said, "The principal hires very individualistic teachers; there is no *esprit de corps*. There are five different philosophies in this school—very strong people. Teachers talk about how high their kids score. It's kind of dog eat dog." In retrospect it becomes quite clear that the need to collaborate was not a felt need of most of the teachers at Allen school.

... The Allen school organization did not have clear organizational goals, so the staff did not see themselves as having a common task. Because there was no common task, there was no occasion for looking at common problems.

... The orientation of the teachers was such that working together was irrelevant and risky.

CHARACTERISTICS OF THE PRINCIPAL

In 1970-71 the principal of Allen school had held that position for seven years. During his tenure all of the programs listed previously were initiated. From his point of view, he was attempting to make Allen school into a community school which would meet the broader needs of the families in this very needy community.

From instruments used to collect postintervention data and from firsthand observation, Starling concluded:

The principal was well-liked by most of the staff members. He addressed individuals, and problems were solved at the individual level. However, as is true in most schools I have observed, the principal had no group relationship with the staff. No problem-solving took place at staff meetings. These meetings consisted of the principal giving information to the teachers.

Once the teachers acquired greater facility in communication skills, they were able to articulate their feelings about the principal and about his behavior. So we find them saying in later interviews:

"I wish the principal would sort out true administrative functions for his attention and delegate the little insignificant procedural matters."

"I wish the principal had made more of an attempt to instill a sense of trust between himself and members of the staff . . ."

"I wish the principal would organize his movements, programs, etc., and communicate sooner on matters."

MOTIVATION FOR CHANGE

Most of what we have said about the attitudes of the Allen staff and teachers is knowledge after the fact. We need to examine some of the relevant information available prior to and immediately after the staff voted to become involved in the multiunit project in order to estimate the probable motivation for change present in the school.

The principal had participated in a two-week workshop on differentiated staffing in June, 1969. The district coordinators had met with the Allen staff on October 29, 1969 to present an overview of the multiunit school, and on February 26, 1970, they met again with the Allen staff to explain in greater detail the district's plans for this experimental project. It was not until after the February meeting that the Allen staff was asked to decide whether to participate in the multiunit project. The vote was taken on March 3; the principal's memorandum and the ballot used follow:

Allen School
March 3, 1970

TO ALL STAFF

1. If we apply to be a "Pilot School" in the multiunit school, it should be a total staff commitment.

2. If, for some reason, you would prefer not to be involved, or the district would consider it preferable for you not to be involved, I'm sure the Personnel Office will make every effort to transfer you to everyone's satisfaction.

3. If we applied and were selected, we would all have to be involved in a workshop this summer (2 weeks); however, the time could be determined by us. [At the time this memorandum went out neither the principal nor the teachers knew whether Allen staff would receive OD (Type I) or GD (Type II) training.]

I do, do not, want to be included as part of the staff in applying to be a "pilot school" in a multiunit program.

If we are selected, I would like the two-week workshop to be held:

Signature

On March 5 the coordinators received the following message from the principal of Allen school:

March 5, 1970

To: Arends and Essig
From: Principal—Allen Elementary School
Re: Multiunit Pilot Program

All but two staff members have expressed a desire to participate in the multiunit program. Of these two, one plans to return to graduate work next year and the other one is two years from retirement and would expect to transfer if Allen were chosen for the pilot program.

The two-week period just prior to reporting for the 1970-71 school year was the most agreeable to all remaining staff members. There is a conflict for three teachers for whom I have not been able to find a solution as yet. Please see attached sheets for individual teacher information.

All classified personnel have indicated that they would be available at that time.

ALLEN ENTERS THE PROJECT

On March 24 Schmuck and Starling from CASEA and one district coordinator met with the staff of Allen Elementary School for the purpose of explaining the rudiments of the multiunit school, team teaching, differentiated staffing, and organization development.

The entire Allen staff was present, including custodians, cooks, and teacher aides (twenty-nine in all). The meeting began promptly at 3 p.m. The coordinator introduced Schmuck, who explained how consultation in organizational development could serve as preparation for the multiunit structure. A movie about multiunit schools as conceptualized and advocated by the Research and Development Center at the University of Wisconsin was shown. Discussion and questions from the staff followed. Both the coordinator and Schmuck answered questions, while Starling acted as observer, using an observation form that had been especially prepared for entry meetings with school staffs.

Starling reported later that the mood of the Allen staff seemed to be relaxed. About fifteen people spoke; one teacher was taking notes; and everyone seemed to be listening. No side conversations took place during the presentation or during the movie. No one left the room. On the other hand, no communication occurred between staff members regarding questions they asked nor about statements which the coordinator and Schmuck made in response to questions.

The questions seemed to be coming from individuals; there appeared to be no sign of shared concern. Few teachers responded

to statements and questions of other teachers. Most of the questions were about the mechanics involved in the multiunit school with differentiated staffing. "What about space?" "Is our building big enough?" "Would there be additional paraprofessionals?" "How many units in a school this size?" "How about money for teaching materials?"

Some of the questions were about benefits to the students. "What would be the advantages for students?" "How would you group students?"

A few questions centered around maintaining what teachers felt was valuable in the present program. "How would existing special programs fit in?" "Would there be any breakdown of discipline?"

Some of the questions showed apprehension for the project. "What are the problems with this program?" "Have you visited such a school?" "Who decides what schools will be involved?" "Wouldn't it be tiring to work with such large groups of kids?" "How would the principal's role change?"

The principal made a number of statements supporting the project. Following the movie, he said, "That's not so much different from what we're doing now." He responded five times with explanatory statements that were very supportive of the project. In a conversation after the meeting, he said that he had been thinking about the multiunit school for a long time.

Starling observed no obvious expressions of commitment from staff members, but most staff members seemed to be curious. The only real expression of resistance came from an older teacher who felt the children should have a home room and she didn't see how a team teaching situation could provide this. There were few questions about the OD consultation—a few queries about the follow-up of the summer workshop—but no specific questions about the OD itself.

In all, about thirty questions were asked by the certified teachers; no questions were asked by the noncertified staff members. The questions were very general and suggested that there had been little staff discussion about entering the project. There were no strong feelings expressed either for or against entering the project. The lack of feeling and specificity in the questions led Starling to believe that this meeting was the first occasion in which the Allen staff had been confronted with the decision to participate in the multiunit project. Starling said later:

I did not know at the time of the March 24 meeting—and I could not have guessed from what I observed—that the Allen staff had already made its commitment to participate in the multiunit project.

The meeting lasted for forty-five minutes (twenty-five of which were taken up by the movie), and ended when people stopped asking questions. One teacher remained after the meeting to talk with the coordinator about the possibility of writing a dissertation using data from the program.

In the early part of April, the Allen school staff was informed that it had been chosen to be an experimental school but would not receive the OD consultation; instead only a small group of faculty members—the GD team—would receive group development consultation from CASEA. The coordinators and the CASEA consultants understood that the consultation would still be for the purpose of helping Allen school move toward the multiunit structure. From postintervention interviews, however, it was apparent that many of the teachers did not have any clear understanding of this point.

SELECTION OF SUBSYSTEM

No public explanation of the criteria used in selecting the particular people for the GD team was ever made by the principal. Each knew only that he or she had been chosen by the principal. Were they chosen on the basis of their roles in the existing structure? On the basis of their academic status? Rapport with classroom teachers? Leadership potential?

The legitimacy of the GD team was suspect in the minds of other teachers almost from the beginning. In answers to questions in the follow-up study, teachers said, among other things:

The GD team had too many "administrative types" such as principal, counselor, resource teacher, perceptual development helping teacher—and only one classroom teacher (and she had been in the building only one year) . . .

The GD team was the "office gang" . . .

I felt very bitter about how the people were selected. I asked if I could be on the GD team (in writing). I never received a response from the principal. He did ask two other teachers who did not express any interest. I would have preferred a flat "no."

One of the GD team members expressed some negative feelings toward how she was selected.

We weren't chosen well. I don't think the staff saw me as a representative because I was chosen by the administration. I think the teachers should have chosen their own representatives.

No member of the GD team felt that he or she adequately represented the staff. This had been a complaint they had heard from

the staff a number of times. They had discussed broadening the GD team and putting more classroom teachers on it.

The five members of the GD team included the school's principal, counselor, resource teacher, the perceptual development helping teacher, and a sixth grade teacher. All members of the GD team had Master's degrees and the counselor had 45 credit hours beyond the Master's. The principal had been at Allen school for seven years, the counselor and helping teacher two years, and the remaining two members had been there for one year each.

CONSULTATION WITH SUBSYSTEM

NATURE OF THE GD CONSULTATION

The week of consultation with the GD teams from the four elementary schools had been designed to begin the initial steps in moving toward the multiunit structure. From the perspective of the CASEA consultants, the week was to be used in developing a cohesive team that could introduce or model organization development consultation to their schools' staffs. We had considerable difficulty in reaching this goal with the Allen GD team.

CASEA CONSULTANTS

The consultants assigned to the Allen school group were Bill Starling and Lem Stepherson. Both are warm, caring individuals who have little difficulty in establishing rapport with groups. Starling had attended Allen meetings in the spring to observe the responses of teachers to presentations about the nature of organization development and the relationship of this sort of consultation to decision-making in the multiunit school. Stepherson was a counseling graduate student who was having his first field experience in organization development as a CASEA consultant.

PROGRESS OF THE WORKSHOP

On the first day, the communication skills of describing feelings and paraphrasing were demonstrated by the CASEA consultants and practiced by members of the GD team, (1) while they discussed their hopes and expectations for the workshop, and (2) while they were arriving at a consensus about how they wanted to work together. The Allen team appeared optimistic about learning new skills that would help the whole staff improve its communication and interpersonal skills. Starling reported, "I did not observe any resistance to the consultation. The willingness to raise problems and share feelings was greater than that of the typical group of teachers on the first day of a workshop."

The Allen team made a list of hopes and expectations that included: returning to Allen with the expectation that communication may be possible; being able to share feelings and emotions; developing support within the group; learning how to establish operational goals; and discovering individual strengths. Although everyone participated in this activity, the three men made more contributions than the two women. This pattern of high contribution among the men was to repeat itself often and represented a power struggle among the three.

The resource teacher was particularly verbose; he made long statements and prefaced most of them with an apology for what he was about to say. His statements were often difficult to understand. One of the CASEA documentors noted: "The resource teacher talks with many side issues and qualifications and background until I am completely lost; I am unable to recall where he started and where he is going. He needs paraphrasing, but nobody gives it to him."

During the practicing of communication skills, an important issue concerning the team's understanding of the principal's role was raised. The principal appeared to be willing to discuss his role, but made jokes at inappropriate times. When Starling questioned him as to how serious he was about all this, he apologized and assured the group that he was serious.

AGREEMENTS OF THE GD TEAM

On the first workshop day, the team was also expected to undertake the task of deciding by consensus how they wanted to work together. The following is the team's list of agreements.

Team Agreements

1. Clear understanding of when team meetings should be held.
2. Decisions in the team will be made by consensus.
3. Survey: Any team member may ask for a survey at any time. The requesting member states what he wants to know from the total group. Some other member then paraphrases or clarifies the topic until all are clear what they are being asked. Each person, in turn, briefly states his current position on the topic in two or three sentences. A survey is not a vote. It does not bind the team or its members. A survey must be taken at the time it is requested: it suspends any other activity.
4. Confidentiality: When talking with people who are not members of this team, I understand that I may report anything that happens in the team as long as I do not name or identify individual members in connection with incidents that might embarrass them or reflect unfavorably upon them.

5. If I am *satisfied or dissatisfied* with where the team is going, I will report my reactions directly to the team itself when it is in session.
6. We will take time to look at our own process.
7. Give feedback on how we are coming across to one another.
8. Make a conscious effort to give positive reinforcement to each other and the staff.

After the team members had decided upon their agreements, they came to a consensus on their purpose: to provide potential leadership in helping the Allen staff to develop and improve interpersonal relationships.

On the second day of the GD workshop, the CASEA consultants gave the team the task of constructing a model out of tinkertoys that would symbolize what they saw as an ideal relationship between the team and the rest of the Allen staff and what they would like Allen school to be like next year. The principal was not present for this task, as he was greeting new teachers back at Allen. The remaining four team members experienced difficulty in trying to perform this task. They were unable to conceptualize an ideal situation, spending a lot of time with details such as making sure that there was one piece of the tinkertoy to represent each Allen staff member. They greatly emphasized the distinction between certified and classified employees of the school, and they were unable to make a decision about where the principal and each of the GD team members should be placed in the model.

A great amount of time was given to discussing evaluation, communication, and accountability. Starling carefully observed this group attempting to perform this task and was impressed that they concentrated so much on the small details and components and so little on the Allen school as a total unit. When the time allotted to the task had been spent, the group had not located themselves, nor the principal, in the model. This inability to portray themselves and their principal in relation to the rest of the school foretold later difficulties and misunderstandings.

As we shall see, the GD team later took actions that misjudged the reaction of the Allen staff and roused antipathy. Further, the Allen staff, in crucial moments, met without the principal present; it seemed they could only act independently if they symbolized his nonexistence.

A CASEA documentor reported on the striking difference between the GD teams of the other schools and the Allen team at this point. Each of the other teams' members seemed excited and proud as they carried their artistic tinkertoy models to tables and

explained their ideal school structure. The Allen team members sat on the floor, looking perplexed at the loose pieces lying around. They were unable to make the kinds of decisions necessary to produce a model of an ideal school. In fact, making decisions was difficult for the Allen team, with or without the principal, from the time of the workshop until their withdrawal from the project.

RELATIONSHIPS AMONG TEAM MEMBERS

Leadership in the team became a central issue almost from the beginning of the workshop. While the principal did not attempt to act as boss, there seemed to be confusion about his authority. First one and then another member of the team returned to this issue. During the debriefing of the tinkertoy exercise, for example, Stepherson remarked (after the principal had returned), "I get the feeling that Allen is the principal's school." There was some discussion of the problem of placing the principal in the model, after which the perceptual development teacher confronted the principal with her difficulty in knowing (in the "back-home" situation) what decisions he was making. She said that the principal's reply to her questions often added up to "no message," rather than a negative message. The resource teacher added that after the principal has given positive feedback to him, he often adds a message that negates all of the previous message. Starling and Stepherson saw such double messages coming from the principal when he would tell a joke.

Stepherson stated that it looked to him as though the principal would sometimes relinquish his authority, but then would attempt quickly to recapture it. The principal took this confrontation good naturedly and said, "Yes, I guess I sometimes give support and then I pull out and may leave the teachers feeling that I'm not supportive. I have done this in planning school field trips." The perceptual development teacher agreed that this was somewhat of a pattern with him. The resource teacher admitted that he was unsure about where he stood with the principal and added, "I was reserved last year and I may operate in a reserved way next year." All of these rather confrontive exchanges took place in a mature, adult manner: the principal seemed to accept the feedback as helpful.

Another incident critical to interpersonal relationships within the group took place on the second day. The resource teacher had been making a lot of lengthy and detailed statements that did not seem to be helping the team make progress. Starling confronted the resource teacher by describing his behavior and reporting that

he himself had difficulty in understanding what the resource teacher was getting at. Starling suggested that it would be more helpful to the team if the resource teacher would not qualify what he had to say by apologizing. This did not visibly disturb the resource teacher, who said that he was aware that he had this problem and other people had confronted him about it on other occasions.

The counselor became quite upset at Starling's confrontation and said that he questioned the ethics of Starling's acting this way. He said, "Does research show that you are helping people by confronting them with their behavior?" The resource teacher defended Starling's behavior and said that he perceived it as being helpful to him. The principal and the perceptual development teacher also defended Starling's actions.

Starling explained that he was not trying to change the resource teacher, but only reporting behavior which seemed to hinder relationships and communication within the team. The counselor said then that he felt better about Starling's intentions. In fact, his challenge gave Starling an opportunity to model the kind of behavior that would help all the team members in surfacing and solving problems that confused and obstructed interpersonal communication.

The resource teacher's long, muddy monologues were taking a lot of the team's time and impeding movement toward accomplishment of tasks. Nonverbal behaviors of the team members clearly signalled that they, too, were impatient with the resource teacher. The primary reason Starling confronted the resource teacher was to let him know how his behavior was affecting the progress of the team and to make such process feedback legitimate in the team. Furthermore, Starling's nonevaluative, noncoercive feedback would be necessary if the team was to live up to its previous agreement for open communication.

The following day, much time was spent discussing the interpersonal climate of the team. The subject of leadership was raised again and led the team into an attempt to clarify the principal's role. The counselor was contributing much less than was typical for him. At about 10 a.m. he said, "Here goes my guts, I feel I can say it today." He recalled the meeting the previous March when the Allen staff decided whether to participate in the multiunit project. His perception of that meeting was that there were "all kinds of negative feelings present." He said that the Allen teachers had to make the decision under the pressure of time and that many made the decision to participate because they did not wish

to hurt the principal's feelings. He said that the real feeling of the meeting was, "You've got to do it this way or else."

Other GD team members did not deny that the counselor's perceptions were correct. The sixth grade teacher attempted to soften the effect by saying, "We are all conditioned by our previous training and experience, so we probably did know what the principal wanted." The principal reacted in a surprised and concerned fashion to the counselor's report. He stated that he had not attempted to influence the vote. Other members of the GD team agreed that he had not overtly attempted to influence it, but each also agreed that the staff knew that the principal wanted them to participate.

Later the same day, the team began the problem-solving sequence. The somewhat painful experiences of the previous two days had opened up a lot of issues that team members saw as problems for themselves and for the entire Allen staff. These experiences had helped to establish a norm in the team that made it acceptable to get problems out in the open so they could be talked about and dealt with in a systematic manner.

The first step in the exercise was to identify the problem by having the members of the GD team make a number of problem statements. The problem was defined as the difference between 'what is' and 'what ought to be.' The problem statements showed concern about the communication processes in Allen as well as about clarifying roles of the Allen staff members, setting goals, and making the best use of staff resources. As these problem statements were being written on the newsprint, Starling made several attempts to relate the problems to the multiunit school. He reported:

Each time I mentioned multiunit, I got no response from the team. Finally, the counselor, in a tone that expressed some irritation said, "Why do you keep assuming that we are going to be involved in multiunit?" I replied, "Well, aren't you involved?" The counselor then explained his understanding was that they were not committed to multiunit. I said that it was my understanding that this training was to help the staff move toward the multiunit school. The principal entered the conversation and explained that when Allen school was not chosen as one of the two OD schools, he understood that they were no longer committed to multiunit. He said that the consultation the team was receiving this week was for the purpose of helping the staff to improve their interpersonal relationships so that they could better implement the kind of change which the staff members perceived as helpful to them.

Starling was confused at this point, but assumed that the principal had worked out this understanding with the district coordinators. No team member refuted the principal's statement. More about this difference in understanding would surface later.

On Thursday the team continued to work on the problem-solving. Out of twenty-nine problem statements the team picked one problem that was important and included within it a number of the other statements. The team stated their problem as "lack of clear role description of Allen staff members." Their task was stated, "to help the Allen staff clearly define all roles." Their plan of action was to start by introducing the Allen staff to the communication skills which they had learned earlier in the week.

After the team had listed the facilitating and restraining forces that would be present and would influence their plan, they brainstormed some actions that they could take to overcome the restraining forces. They produced numerous and varied ideas, but reserved evaluation for later. Next the team selected the ideas which seemed most useful and possible to implement. The overriding concerns expressed among the restraining forces were interpersonal relationships among the Allen school staff; as the week of consultation progressed, this issue emerged among the team members also.

One of the skills that the CASEA consultants wanted the Allen team members to learn was to make decisions by consensus and to this end they involved the team in a simulation called, "Lost on the Moon." The participants in this decision-making game were to rank order a list of items that astronauts would need if they were lost on the moon. After listing the items individually, the team was to arrive at a consensus on ranking. This exercise was arranged so that the Allen team members sat around a table facing one another. Seated in a larger circle surrounding the Allen group was a team from Gaynor School, whose task was to observe Allen's decision-making and to give feedback to the decision-makers when the exercise was completed. One bit of feedback Starling thought salient was a statement from one of the more outspoken members of the observing group, "You guys don't act comfortable with one another. You act like you're walking on eggs. You're too nice." During the debriefing of the consensus exercise the Allen team discussed this conception of themselves as "walking on eggs," and agreed that it was an accurate description of the way they usually related to one another.

During the last day of the workshop, so much time was spent helping the team with its interpersonal struggles that there was not

enough time to complete the "plan of action" phase of the problem-solving sequence. Starling's diagnosis of the Allen team's problem was that they continued to be confused about the leadership role of the principal. Starling thought that the counselor and the resource teacher were competing to fill the leadership vacuum caused by the principal's periodic abdication of authority. On Friday a CASEA documentor wrote the following statement after observing for thirty minutes:

Leadership is still a strong issue in the Allen team . . . (the counselor) seems strongly counterdependent and is experiencing some conflict with the principal and the resource teacher who looks to me to be an emergent leader. They are working this issue during this hour, but their work is all undercover.

Even with all of this tension present in the team, the Allen GD members did make plans for a one-day intervention with the whole staff before the formal close of the workshop.

The workshop was a difficult week for the consultants and the trainees from Allen school. Confronting the interpersonal processes of the team had been risky for all, and by Friday afternoon everyone was exhausted. Starling wrote:

I felt that we had confronted the issues. Conflict had been uncovered and dealt with. A great deal of data had been generated and no one in the team backed away from the problems that were raised by those data. Members of the team used the skills that the consultants had taught them. They appeared to be able to see the value in open, honest communication. The process was, at times, painful and at other times, exhilarating. I felt that the team had made much progress during the week.

One of the CASEA documentors wrote what he observed about the Allen team:

Much interpersonal feedback has been given. Much confidence and strength expressed about the team's use of own resources. This team is building high interpersonal skills and group cohesion, I think.

In the closing hour of the workshop, CASEA consultants and the Allen team members agreed that the leadership problem in the team had not been solved, and that more work on their interpersonal relations was needed.

INTERVENTION DURING THE YEAR

School started on the Monday following the end of the workshop. The Allen team met a number of times the first week of

school, but they made no contact with either of their CASEA consultants to request help with the planning. When they did make contact, they announced to the CASEA consultants that they had already scheduled some consultation for the whole Allen staff. Starling and Stepherson were invited to lead the event. The team had laid out the activities for the staff, but they felt that the CASEA consultants should lead this first workshop and use the GD team members as coconsultants.

SEPTEMBER: PRESENTATION TO STAFF

The event began with the introduction of communication skills and an opportunity for the Allen staff to practice the skills by talking with a colleague. The team members seemed better able to model the correct behavior than to explain what the staff members were to practice. Later, when some of the staff were making group agreements, the GD team received feedback from some of the other teachers. Several Allen staff members reported that the GD team had been vague and evasive in explaining their workshop experience to the staff the previous week. Some staff members pointed out that they were not satisfied with the answers GD team members gave to their questions. One female teacher said, "You did not tell us what you had actually done or what we were actually heading toward. You told us how happy you were. You acted like a bunch of missionaries trying to sell us Heaven."

Later in the morning, while debriefing from small buzz groups, the CASEA consultants limited the conversation to paraphrasing. Two of the GD team members—the principal and the resource teacher—obstructed progress toward process goals. They kept discussing content instead of helping to facilitate communication, and they seemed to be competing for leadership.

In the afternoon the total staff brought into the open some of their negative feelings toward the GD team. The team members paraphrased well, showed gratitude for the feedback, showed no excess of defensiveness, and spoke clearly about the future. The principal made a very direct and clear statement about his feelings regarding the high competence of the faculty and the quality of the school. Staff members seemed to be reassured by his short speech.

SEPTEMBER AND OCTOBER: PROBLEMS IN PLANNING

A month passed with no communication between the Allen GD team and the CASEA consultants. In the meantime, the Allen team had been doing a lot of planning along the lines developed in

the closing days of their summer workshop and had developed a proposal for five half-days of released time in which they would consult with the staff. For that they would need approval of the superintendent's cabinet.

When the CASEA consultants finally did meet (at their own initiative) with the Allen GD team in mid-October, there was still confusion about the status of the team's own proposal for consultation. The principal (who was not present) had been responsible, in large measure, for creating the team's proposal. When it became apparent from the discussion that three out of the four team members had not even known about the proposal, the problem of the principal's secretive behavior and his inability to communicate openly surfaced again. Everyone present agreed that relationships among members of the Allen team were not what they would like them to be.

In the course of further discussion, one of the team members said that she felt communication was also not adequate between the two district coordinators and that they in turn did not have good communication with the GD team. And she went on to say, "Apparently none of us has good communication with the superintendent's cabinet." By this time the proposal for released time for the teachers to consult about the multiunit project had been turned down. Starling said of this discussion:

We began to talk of alternative times for the staff training but the team wasn't interested in discussing training until after they had talked with Arends and Essig [the district coordinators]. Some team members expressed their disappointment over the lack of good communication with the superintendent's cabinet. The resource teacher reported that the principal was also depressed and concerned about the superintendent's cabinet's low commitment to the multiunit project. He and the principal had discussed the possibility of withdrawing from the project since the central office was not going to allow any released time to train the teachers.

With respect to commitment, and to the question of Allen school's commitment to the multiunit project, there also was general confusion about what the CASEA consultants expected from the Allen staff.

In response to a question about how the Allen team felt about the way they had been functioning in terms of their own process, one member said she felt that the team lacked openness and that they had allowed themselves to fall into traps and to get hung up by arguing before they really expressed what was wrong. No team member challenged this observation.

NOVEMBER 6: STAFF TRAINING EVENT

By the end of two months, Allen GD team members knew that their request for using released time to train the staff in communication skills had been turned down by the central office. As an alternative, they had then developed a plan for using one afternoon from 1:00 to 4:00 for small groups of teachers to work together making agreements about how they might like to work together in the multiunit format. At this point, the GD team was using the early part of their own summer workshop as a model. They felt that as a result of their first consultative event, the staff now had basic communication skills and knew enough about constructive openness to be able to generate some alternative ways of working together.

The second component of the plan involved using the total staff's resources in brainstorming ideas for an ideal school structure at Allen. A further feature of the half day of consultation was a scheduled "open discussion" to take place before the consultation itself. The teachers were told:

Preceding this schedule will be the open discussion, sharing of feelings and opinions regarding our present training, and a look to the future regarding the multiunit school.

The team had met several weeks earlier with the district coordinators who had told them that they would have to "make time" for staff consultation and that the district would want to know quite soon whether Allen school did intend to move toward the multiunit school. The time had now come for the GD team to confront the whole staff about their feelings toward the multiunit plan. Following is a copy of the notice that was sent out to Allen faculty from the principal announcing the meeting where this discussion would occur.

It has become apparent that there is much misunderstanding of the purpose or goals regarding our *possible* involvement in the multi-unit school and the present communication skills activities.

The communication skills sessions *do not* imply that we are going to be a multiunit school next year. These skills, plus the problem-solving techniques which we will soon explore are valuable to the development of any school structure or program.

The present or short-term goal for our inservice activities is to explore as a staff the skills of communication. We realize that we don't all make use of them all of the time. The second goal is for the staff to apply whatever skills we gain in the exploration of various staff structures and school organization. Some time before school is

out this spring we as a staff will have an opportunity to decide on the type of structure we want for next year.

WE ARE NOT COMMITTED TO MULTIUNIT STRUCTURE FOR NEXT YEAR OR ANY YEAR—*only the exploration of different structures than we presently are using.*

We will use the scheduled time on Friday to share feelings and opinions in open discussion about the foregoing statements. Following this discussion, we will begin our planned activities.

Up to this point the GD team (and the principal in his role as principal) had not asked the CASEA consultants for help in their planning for this second intervention. On the day before it was to take place they did ask Starling questions about their plan. They were primarily interested in knowing of some consensus exercise that might aid the staff in learning how to make decisions as a total group. They rejected Starling's suggestion of a simulation and said they wanted a consensus exercise that would make use of a real school problem. The conversation that ensued sheds some light on the tension among the GD team members and their lack of interpersonal trust. Starling reports:

I asked them what they were trying to accomplish with the exercise. I told them that if they just wanted to teach about consensus that the exercise I had suggested would be adequate but if they wanted their staff to struggle with a relevant "close to home" task, they would probably have to make up an exercise and I didn't have anything in mind just then. I asked them more questions about their design. As they talked and I asked questions, the counselor said, "You are wasting our time and it looks like you want to take over here." I was surprised by this statement and a little shaken at the sudden outburst. I looked at the other members of the team and they looked puzzled and shocked. Two members were shaking their heads when I looked at them . . .

Further evidence of Allen's desire to "go it alone" was immediately forthcoming. A message came to Starling from the principal suggesting that the open session was a "family affair" and that neither Starling nor Stepherson should attend until after it was concluded. Starling was not able to get in touch with Stepherson, who had gone early to deliver the consensus exercise. Starling's account of their experiences that afternoon follows:

I went to the school at 2 p.m. Stepherson was sitting in the office answering the phone. The principal had met him when he arrived and asked him to wait until after the "open meeting" was over about 2:15. He asked Stepherson if he would mind answering the phone.

Stepherson and I sat by the phone until 3:15. No one in the meeting took a coffee break, so we had no idea about how the

meeting was going. Occasionally we heard bursts of laughter that sounded to us more like tension release than mirth. By 3:30 both of us got tired of waiting. Since there was not time for any consultation that day, we left the school.

A week elapsed before any word of what happened at the staff's family confrontation in the open session reached the consultants.

NOVEMBER 11: SMALL GROUP MEETING

The principal called Starling a week later to ask him to work with a small task group at Allen. When Starling arrived, he found that the group was to consist of the principal, the counselor, and the office staff (secretary, aide, and a volunteer). Although he had not been included in the memo announcing the meeting, the resource teacher also joined the group and was invited to stay. Although Starling knew nothing at this point about what had happened at the open meeting, a little later he was able to see that the task of clarifying roles bore a relationship to the confrontation with the principal that had taken place at the November 6 meeting. His account of the smaller group continues:

The meeting was slow in getting started and people sat around making small talk. No one made any effort to deal with where we were or what we were supposed to be doing. I reacted to some of the things that others were saying. Finally the secretary said, "You know, if you people (pointing to the principal, the counselor, and me) were not here, the rest of us could get something done. Yesterday when you weren't here we got a lot done." I said, "You seem to be quite angry about this." She agreed that she was and said she had work to do in the office and resented wasting this time. The aide and the volunteer agreed. I said, "How do you feel about our coming in late?" The aide replied that the meeting must not have been very important to us.

I said that I was confused about why we were not doing the task and asked who was the chairman of the meeting. The counselor said that he was supposed to be chairman. He looked bothered and confused by the situation. (The resource teacher told me after the meeting that he thought his presence had kept the counselor from taking charge. He admitted to a real battle for control between the two of them.)

The group then went to work on clarifying roles. After about twenty minutes I asked the secretary how she saw the group functioning now. She said she felt better. When I asked what caused the group to get to work no one answered. I said I thought it was because the secretary had been open enough to express her feelings. She said, "Oh, I thought I had lost control when I said I was angry." I reassured her that her behavior had been helpful in getting the group moving.

The principal thanked me for the help after the meeting, asked the counselor to set up a later meeting with Stepherson and me—but gave no hint about what had happened at the “open session.”

All CASEA was to learn about the meeting came from the reports Starling got from two members of the GD team:

Following the meeting with the principal and his office staff, I went to the faculty lounge. There I talked with the two women on the GD team and they told me of some of the things that happened at the “open session.” One of them was upset and said the meeting had gotten out of control and a lot of destructive things were said.

I asked her who got hurt and she said she thought that the principal had, because many of the fears and anxieties about the multiunit school had come out as personal abuse toward the principal. She said that the unfortunate thing was that the secretary had attacked the principal. (I had just come from another attack where we were able to use her anger constructively to get on with the meeting.)

The main issues that came out at the meeting were: (1) that the principal didn't listen to the staff; (2) GD training was seen by some as sensitivity training; (3) the team met behind closed doors and was not representative of the staff; and (4) the staff felt that the team was trying to psychoanalyze them. One teacher thought that some of the staff, having witnessed the principal taking this kind of abusive feedback, now felt overprotective and didn't want him to be hurt anymore. She said that she was afraid that all feedback to him would stop.

Before the meeting the committee had met to decide who would be the convener. The principal, counselor, and resource teacher all wanted to be in charge. After arguing about it for a while, they asked the principal whom he wanted to convene the meeting. He replied, “Well, I want to, but it is obvious to me that you don't want me to, so I think that our perceptual development teacher should do it.” Starling's report continues:

The perceptual development teacher told me about the meeting by saying that she had tried to keep it under control, but the resource teacher took the leadership away from her three different times and she had to ask him to please “back off” and let her be the convener. She expressed real doubt about the team's ability to function and also was concerned about the principal's inability to take negative feedback. She was angry because the principal had changed some of the decisions made by the team.

NOVEMBER: TEAM DECISIONS OVERRULED

For the consultative session which had been planned by the team for the afternoon of November 6, the staff had been divided

into grade-level groupings for the purpose of deciding how they wanted to team together. Each group was to make agreements concerning their tasks and their interpersonal relationships. The criticism the GD team received at the open meeting resulted in a retreat on their part; they no longer were willing to act as facilitators. It was decided at the next meeting of the GD team that these grade-level groups would meet voluntarily. However, the next day the following memo came out from the principal's office:

Dear Friends:

First, I want to apologize for being instrumental in creating a situation which has very seriously threatened the rapport we had as a staff and the outstanding school atmosphere we have established in prior years. (I hope everyone will believe me when I say that I only wanted to improve what I thought we already had established. Will you please help me now in an effort to salvage what we had going for us in the last few years . . . mainly a GOOD feeling about working where we do because of the people we are working with.)

I could go into a long discussion about what I saw as the purpose of our activities and how they might help us in pursuing our goals but I'm sure most of us agree that it would be like locking the barn door after the horse is out. The only thing I would like to say before leaving the subject is that there was definitely *no* attempt to be "psychoanalytical" or to lean toward "sensitivity" with the connotation most people apply to either term. Both realms are too emotionally laden to expect anyone to become involved in them involuntarily.

Secondly, I would like to ask that we meet as a large group very briefly to consider the following proposal for a plan of action instead of what was agreed on Friday of last week (November 6).

1:45—Meet in large group

Meet in small groups already identified—temporary chairman noted. Regular chairman will be selected by the groups later.

PURPOSE: Preliminary work toward determining whether we are providing the best services and most relevant instructional program possible for our children.

****Task:** Survey our present program and the operation of our school and list any and all problems standing in the way of us accomplishing our purpose. Categorize them in order of importance and ease of correction to determine which problem might be eliminated first, etc. Then determine as a group whether this is a worthwhile activity or not which will lead to a closer realization of the goal stated in the purpose of our meeting today. Also decide as a group whether you want to meet on Tuesday or not for the purpose of trying to arrive at solutions for the problems beyond listed by the groups. Finally, decide if your group will continue meeting to

explore solutions to the listed problems beyond Monday or Tuesday and if so, any schedule.

**No mention was made of establishing "group agreements." Right now, I would prefer to leave this up to each small group. Your group may want to do this first or try establishing them as you go . . . if or when the need arises.

Again, I want to ask forgiveness for being overenthusiastic and not realizing how the "communication skill building" activities were affecting the staff atmosphere. To that, I would also like to ask you all to PLEASE confront me with your concerns. I don't think I'm too fragile for the truth and I hope I'm not too threatening for the truth.

The principal had unilaterally divided the staff into different groupings, assigned chairpersons, and had given them all tasks to work on. He had shown the memo to the team before sending it out but they were all too "flabbergasted and tired" (according to the GD team members who reported the happening to Starling) to argue with him, so it was sent to the whole staff. Both women on the GD team agreed that this was typical of the way the principal worked. The team would make a decision and he would change the plan without consulting them. Both of them said they were tired of having meetings and making decisions, only to have the decision changed in this fashion. Both were also concerned over the inability of the principal to receive feedback.

It seems clear in retrospect that the Allen staff had a long way to go down the road toward working together before they would be willing to commit themselves unreservedly to the multiunit school. But the district office was expecting something from them and so was CASEA. Certainly the situation needed clarification.

NOVEMBER 12: MULTIUNIT AT ALLEN?

On November 12—one week after the second consultative activity—Starling, Stepherson, a district coordinator, and the Allen GD team met to discuss their understanding of the commitment the Allen staff had made to the project, and to clarify plans for the future. Starling began by saying that there was misunderstanding of what commitment was required of Allen school to the project, and that the CASEA consultants themselves were somewhat confused. (At a CASEA staff meeting it had been agreed that there was lack of clear understanding about the kind of commitment expected from the schools that were receiving group development training.) He went on to say CASEA was interested in doing research and development in elementary schools which

intended to move toward a unitized structure—which meant that within a year there would be some staff members involved in team teaching and there would be some hierarchical system in units (such as curriculum associates or team leaders).

It had become evident that there was some resistance to this requirement on the part of the Allen staff which was underscored by the kinds of feedback that had come to the planning committee. In the light of this evidence, Schmuck and Runkel, the senior members of the CASEA project, wanted to have a meeting with the staff to find out how much resistance there was and to give the staff another chance to vote on moving toward or away from the multiunit school. If the majority of Allen staff members were opposed, the time and effort that CASEA was spending with Allen could no longer be justified. If more than half of the Allen teachers wanted to continue, then negotiations could be undertaken. Starling also stated that if Allen's participation in the project were continued, CASEA would like to see the GD team become more representative of the whole staff.

The GD team members seemed relieved at hearing these clarifying statements. The coordinator then talked about alternatives for Allen school from the district's point of view. He said that if the staff didn't choose to continue in the project, then they would lose CASEA's help, but they might still continue to receive some help from the district. He told them they would not be able to have aides and he assured them that it was not a failure if they chose to drop out of the project.

The principal said he was glad to have this clarified . . . but the perceptual development teacher said to him, "When you talked to us last spring I thought that this was your understanding; as time went on I heard you talk another way." The principal replied, "Yes, this was my understanding when I thought we would be chosen as an OD school, but when we lost out there, I thought the commitment was not the same for GD schools."

When Starling repeated his proposal for a meeting to find out where the teachers were in relation to the project, a member said that right now would not be a good time because of the feeling of the staff following the "open session." Starling emphasized that CASEA would like an answer in a month. By the end of this meeting the Allen GD team had agreed that:

1. The Allen staff is not yet ready to make a decision about moving toward a multiunit structure.
2. The staff is just now getting into problem-solving and will continue in small groups for another two weeks working on it.

3. The staff needs more time to decide about moving into a unitized pattern. There is a need to work some more on communication.

Alternatives presented by the Allen staff were:

1. If the staff says "no" to the project they have no contract with CASEA.
2. The district coordinators will run a meeting on December 2. The total staff will be present at that time and will decide if the school will move toward a unitized structure. The senior CASEA project directors (Schmuck and Runkel) should be present at the meeting.

OUTCOMES AT ALLEN

It was the Allen staff, however, which had the final word, recommendations of the GD team notwithstanding. Here is Starling's account of the last act:

December 2 came and went. On December 23 I happened to see the perceptual development teacher at a shopping center. She asked if CASEA had heard anything from the Allen principal about their decision concerning the project. I said, "No, we haven't heard a thing." She looked surprised and frustrated. I asked her what decision was made. She hesitated and said, "Well, I can tell you unofficially." She reported that the staff had voted against continuing in the project, but that many would like more GD consultation from CASEA.

On January 5, the counselor called from Allen School and said he felt that he should report the Allen decision to CASEA. He was sure that the principal was not going to let us know. He reported that the Allen staff, by secret ballot, and with the principal not present, had voted ninety-nine percent not to continue the multiunit project and not to ask for any more GD consultation. He went on to say that a week later, the staff, with the principal present, had decided that they would like more GD consultation. He said that the principal was hesitant about asking for more consultation because he didn't believe the staff really wanted it.

And that was as close to an official report on the decision of the staff at Allen Elementary School as CASEA was to receive.

By the time the staff of Allen Elementary School had voted to withdraw from the multiunit project, there was confusion not only about what they had received, but about what they had given. While it was too late to get accurate information about the reaction of staff members as a group to the proposed innovation before the fact, it was not too late to attempt to collect information after the fact—providing always that the staff members were willing to cooperate. This is what Starling undertook to do in the

case study he prepared in the period immediately after Allen withdrew from the project. Quantitative results of his study are presented in chapters 12 and 13. [For a detailed description of the study, see Starling (1973) chapter 4.]

Chapter X

Humbolt Elementary School

In the last chapter, we described a group development school that never really made progress toward a multiunit structure, and was unable even to establish clear communication. We turn now to Humbolt school, the second of the two GD schools that withdrew from the project before moving very far into the multiunit structure. Although the Humbolt GD team was unsuccessful in facilitating organizational change within the school, they did not have problems as serious as those of the Allen team.

ENTRY

This section contains an overview of what Humbolt school was like before the group development consultation took place. We will describe the: (1) social and environmental context of the school, (2) norms and procedures of the school, (3) characteristics of the principal, and (4) source of initiative and motivation for change.

SOCIAL AND ENVIRONMENTAL CONTEXT

Humbolt School is a block-long, dark red building, immediately recognizable as a school. Except for the two-story administrative

section, it is a one-story building, flanked on both sides by identical wings with long rows of square windows. A similar wing extends from the back of the building. There are also two small buildings at one side connected to the primary wing by breezeways. Most parts of the building are about twenty years old, yet somehow the building as a whole seems modern.

Humbolt is reached by driving several blocks along a tree-shaded road after leaving a half-hearted main thoroughfare. The area is a typical northwest middle-class suburb. The houses are modest wooden one-story ranch types, with the ubiquitous pair of cars or car and camper in the driveway. Ideologically, this is a conservative community composed mainly of people who often express displeasure with innovation in education. The voters of the precinct have consistently defeated school budgets over the past years.

Members of the community interact both in helpful and unhelpful ways with the Humbolt staff. Most of the teacher's aides at Humbolt are interested mothers, and many other mothers also work as volunteers in the school. Residents of the Humbolt community include some of the most vociferous spokesmen in the entire city. One parent is a local right-wing radio commentator, who leads vigorous campaigns to get rid of whatever evil he is currently attacking. He often complains over the air about schools teaching communism, sensitivity training, or sex education. In contrast, another Humbolt parent publishes a community paper with a very liberal point of view. His comments about the school are quite different. The principal at Humbolt told us, "I walk that tightrope between them pretty carefully, I can tell you." He did not mean he was afraid to confront the parents, but that there was a wide variety of opinion to placate. The principal felt it was part of his job to maintain public relations and to provide the Humbolt community residents with what they wanted in their school.

NORMS AND PROCEDURES OF THE SCHOOL

At Humbolt, teachers were accustomed to arriving at 8:00 a.m. and leaving at 4:00 p.m. On days when CASEA interviewers left at 4:05 p.m. they rarely saw more than five or six cars left in the parking lot. Several Humbolt staff members reported that the principal prided himself on not having unnecessary or long meetings. During the period of the study, Humbolt had one faculty meeting a month; that meeting did not often run past 4:00 p.m. Later, CASEA consultants were often frustrated because on those infrequent occasions when a GD team meeting ran past 4:00 p.m., at least one member would leave on the dot no matter what was

happening. One consultant mused, "I wonder if she turns into a pumpkin at 4:01."

Most of the Humbolt staff members told us that Humbolt was a much happier, better-run school than others in which they had previously taught. Several teachers said, "We resented you people coming and assuming we had problems. We were getting along fine until you stirred us up." Their only expressed tension was over the difficulties of handling the large number of children at Humbolt and the long distances between wings of the school.

Conflict was rarely expressed openly at Humbolt School. Instead, there was a norm of joking to divert tension when conflict arose. A loss of one's equanimity was looked down upon; one staff member mentioned that another had cried at one meeting, "and made such a fool of herself that no one respected her after that."

CHARACTERISTICS OF THE PRINCIPAL

Humbolt's principal was an active, efficient, good-humored man. He valued control and order and said during his interview, "Everything that happens in this school is ultimately my responsibility. If it [the educational process] isn't happening, I have to step in. If the organization isn't working, it's my fault." He also said that he had improved his school's efficiency and orderliness, but thought that he needed more knowledge of curriculum. He did not think he should dictate how a teacher should teach. His staff agreed with his assessment; in interviews they corroborated his strengths of efficiency, honesty, and good humor, and his weakness of lack of knowledge of curriculum.

The principal said he was a "good line and staff man" and thought his job was to carry out orders from the central office. He respected his immediate superior and said of him, "He helps about anything; he recently supported me in a problem with a teacher." The principal also relied on one coordinator, and said of her, "She gives me a green light on things—feels I'm overstructured." Informally, we learned from his supervisors in the central office that they have confidence in him to do his job effectively.

In November 1969, the principal was looking for help. His job had become increasingly difficult for two reasons. He said he was looking for help in curriculum because he felt inadequate to keep up with it while being the principal of a school of 550 children. He saw the need for new roles. He also felt "that elementary schools are going to change, and I want to be in front of the change; I don't want Humbolt School to be one of the last in District 404A to accept change."

The principal applied for the project because he wanted more staff and more money for his school. Later, he said, "I think maybe I should have done more research on the background of differentiated staffing so I understood it better." About CASEA's part in the project he said, "I was seduced—a babe in the woods—I couldn't see how this [process skills] fit in with the educational program. We mainly needed content, not process." When he was told his school would not receive consultation in organization development for its entire staff—with the accompanying \$16,000 package of "goodies"—but would be one of the group development schools where only a subsystem would receive consultation his response was, "I was discouraged again; I went home and smelled both armpits and decided it wasn't that."

MOTIVATION FOR CHANGE

One of our major problems at Humbolt school was what one district coordinator called the negative Hawthorne effect: because the staff members of Humbolt school did not receive the extra money and personnel given to the two OD schools in the district, they saw themselves as second best. In May 1970, when the other district coordinator met with them, he referred to Humbolt as a "control school." A feeling of being unimportant to the project seemed to stay with the Humbolt staff. They were disappointed about not being chosen as an organization development school; they felt it was almost an imposition, rather than an advantage, to be a group development school.

At the beginning of the week of group development consultation, we tried to clarify the importance of the GD schools in our project, but our explanations had little effect on the staffs of Humbolt and Allen. When a CASEA documentor interviewed at Humbolt in April 1971, half of the staff said they had understood the difference between the OD and GD schools. (Of the half that did not understand, three-fourths were new staff members who had had no contact with the early stages of the project.) In the interviews, however, the presumably knowledgeable staff members stated the difference between OD and GD schools in the following ways:

Four said: We were a trial school to get prepared.

Four said: Our group was trained, then we had to organize ourselves.

Three said: They (OD schools) were funded and we were not.

Three said: They (OD schools) had concentrated effort and were doing it (unitizing); we were supposed to try.

One said: They had full staffing and we didn't.

Most of the comments focused on "only trying" or on having fewer resources, instead of on being a different kind of experimental school.

SELECTION OF SUBSYSTEM

The principal appointed the GD team but later said, "I don't think I knew enough about what was going on to use a more involving way to choose them. Now I'd ask for CASEA to help me develop a way to choose people who would succeed." At the time he thought he had chosen people who had leadership ability, were from both the old staff and the new, and were of varying philosophies.

Four members of the GD group were very much committed to the project; one was not sure. The principal wanted to be on the committee, because he said he "needed to be." The one teacher who was unsure about the project was a young fifth grade teacher who was outspoken about his dislike for too much structure. The other four members of the team included the counselor, a fourth grade teacher new to Humbolt, and two resource teachers.

The principal and about two-thirds of his staff thought the group was representative of the staff; about one-third thought that there was underrepresentation of classroom teachers, particularly from the primary group.

CONSULTATION WITH SUBSYSTEM

NATURE OF THE GD CONSULTATION

The consultants' goals for the Humbolt team were: (1) to teach them skills they needed to work with their schools (as they said, "to make them instant trainers"); (2) to build them into a real team; and (3) to examine the tensions within the team about the process of their selection. The consultants thought they did a fairly good job of teaching the skills, but a poor job of developing the Humbolt GD team's process of working together as a coherent and cohesive unit.

CASEA CONSULTANTS

Ronald Martell, one of the most experienced CASEA consultants, was assigned to Humbolt school. He was joined by Donald Murray who had previous experience in teaching, counseling, and working with organizations, although he was new to CASEA. Ron's black beard and reserved intellectual style contrasted with Don's clean-cut, jovial style.

Martell and Murray said that several factors may have decreased the effectiveness of their consulting team. The first was that a graduate student, a non-CASEA trainer, was interested in the project and wanted to be included. Because Martell was the only member of the CASEA crew who knew him, he offered to let the graduate student work with their group. At the time, we failed to consider that three young consultants might be discomforting to a group of six rather confused elementary school staff members. Although the Humbolt GD team members never gave us direct feedback about this, one did say, "Well, it was obvious that we just got the leftovers from CASEA."

The second detriment to the effectiveness of this team was that Murray had observed a recent consultative event in which one member became so emotionally overwrought that she had to leave the workshop. After observing that, he said, "I really wanted to be careful!" That previous experience, combined with being new and working with two strong individuals, kept Murray from being as active as he usually is. Martell also remembered the overwrought trainee and was more cautious than usual. He said that he did not press some important issues when he felt he should have.

PERCEIVED COMPETENCE OF CONSULTANTS

Humbolt team members' ratings of the CASEA consultants were quite varied. On task competency, four team members said that the consultants were competent; two said they were incompetent. All of the Humbolt team thought the consultants were competent in dealing with group processes, despite the consultants' unfavorable ratings of their own process consultation and OD work. Three Humbolt team members and Murray himself viewed Murray as becoming more competent as the consultation progressed.

SUITABILITY OF DESIGN

Because the Humbolt team expected to work on a schedule for a multiunit school, they thought the consultation design was completely inappropriate. In our early contact with them in April 1970, we visited the school twice and gave them the same information as we gave the other schools about what organization development meant. Perhaps their norm of speedy meetings inhibited questions, or perhaps the principal's admitted lack of understanding of our goals made him less able to answer questions from his staff later. Most of the team members could see no relationship between communication skills and changing to differentiated staffing, which was their goal.

RELATIONSHIPS AMONG TEAM MEMBERS

The principal acted as the "good guy," using humor to relieve tension and move interactions away from conflict or confrontation. The team cooperated with him by not bringing out anything that might hurt anyone else. Most were uncomfortable with the lack of structure, except for the fifth grade teacher who was unsure about the project. He had hoped to work on his own personal growth and expected the CASEA consultation to be akin to group therapy. When he discovered that the GD consultation was quite different, he participated only sparingly. One of the resource teachers who also served as the librarian behaved often as if she were the mother of the team, hurting when others did and trying to protect others from being hurt. The fourth grade teacher wanted to stick to business, start and end on time, and work on the "real" problem, which she saw as scheduling for the multiunit school. By the end of the workshop week she had become interested in interpersonal concerns, but she still maintained a strong interest in task and a "show me" attitude. The new resource teacher was quiet much of the time and did not express her feelings. The counselor, who also served informally as a vice-principal, supported and protected the principal. As one of the consultants said, "The principal was the Lone Ranger and the counselor was Tonto."

The members of the Humbolt GD team did not really confront their conflicts openly during the workshop week. Martell said, "Their mechanism for dealing with conflict was the immediate, strong and fast beating of wings in flight." One CASEA documentor during the consultation independently confirmed this; she wrote of the Humbolt group, "At this point, the group again uses the flight pattern."

CRUCIAL INCIDENTS

The consultants reported that the first crucial incident of the week occurred when the team began discussing feelings on a morning when the principal and the new resource teacher were gone. When these two returned, Martell urged the team to continue the discussion. He explained that group members often were missing and that it would be a useful skill for other members to share what had happened with the absentees. The late resource teacher soon said, "I'm sorry I was gone," and her eyes filled with tears. Martell again tried to explain, but she said, "Oh, no, I'll catch up on my own." Martell was concerned that she would interpret his continuing the subject as punishment, so he dropped it. He later said that he thought dropping this subject was his first big mistake.

The second crucial incident occurred when two members from another GD team were invited to observe the Humbolt GD team in action. At first, the observers said nothing and watched quietly. When asked, they first gave a few innocuous descriptions of behavior showing great care and restraint. However, as one of the observers later told her own group, "I couldn't quit while I was ahead!" She began judging, saying that she thought the group was too subdued and slow-moving. Next, she criticized Murray of CASEA for being so inactive and quiet. "What are you doing here?" she asked, "Are you from CASEA? You aren't doing anything."

The Humbolt GD team bristled at these comments and said that they liked "hard data" as feedback but not irrational perceptions. Humbolt members began to support Murray and to censure the observers, who went weeping down the hall to their own group. The principal later told us, "I just felt ruined by that observer. I had visions of my Humbolt staff becoming like her, and I knew I couldn't handle that." At the end of the day, Murray and the observer had settled their differences—each felt the other had helped his learning—but the adverse impact of the fear of judgmental and destructive feedback remained with the Humbolt team, especially with the Humbolt principal.

PLANS FOR STAFF TRAINING

The GD team developed a detailed plan for their first meeting with the staff of Humbolt School, although they were not sure whether the staff was quite ready for some of the material they planned to present. They did not have any clear-cut, long-range plan for the year, although they did have an idea of the timing of choice points that had to be made.

THE SUBSYSTEM

In selecting the Humbolt GD team, the principal chose three people he felt clearly supported him and two staff members about whom he was not sure. The two potential opponents were chosen because the principal believed each would speak up about his or her disagreements; the opponents knew this and resented it. The team generally was highly organized, well-regarded, and conscientious.

LEADERSHIP ROLE OF THE TEAM

There were a variety of feelings about being a member of the Humbolt GD team. Reactions included "unsure," "scared," "took me from school at a crucial time," "fine," "had a good feeling,"

and "first time in my life I'd had good successful feelings about dealing with other people in my personal life." GD team members saw themselves as a group going back to train the rest of the staff in communication skills, and they were worried about this role. They weren't sure how communication skills fit in with the multi-unit school.

Most of the staff, on the other hand, felt indifferent toward the team. At Humbolt the general feeling seemed to be that the GD team was trying hard and doing its task well, and that, "I'm glad it was them and not me."

No formal norms ever existed for renewal or change of the Humbolt team. However, an informal change was made when the first and second grade teachers asked to be represented. A second grade teacher volunteered and was accepted as a member of the team late in November.

TEAM MEMBERS' SENSE OF EFFICACY

The consultants perceived that the team members had low feelings of power. One added that the workshop may actually have weakened the team members' feelings of efficacy. In spring of 1971, when answering the interview question about their power or influence, three GD members gave a *qualified yes*, they felt free to express opinions, and three said *definitely no*, they had no power to make things happen.

INTERVENTION DURING THE YEAR

Most of the staff at Humbolt seemed indifferent to whether or not they received any consultation about group processes. They entered into the relationship with the GD team with unclear expectations.

SEPTEMBER: PRESENTATION TO STAFF

The first intervention at Humbolt, which had been planned in detail at the August workshop, was well accepted by the staff. A few teachers grumbled at having to spend the time away from their rooms, and several felt uncomfortable sitting on the rug, but the GD team thought the general purpose of the meeting—to acquaint staff members with the process of changing to a multiunit school—was carried out successfully. Murray reported:

Memo To: The CASEA Unitized Staff
 From: Don Murray
 Subject: Initial Intervention with Humbolt Staff,
 September 3, 1970

The Humbolt GD team had planned the initial intervention with the total staff, including aides, cooks, and custodian, to take place following the annual school potluck dinner. The three consultants arrived early for a meeting with the GD team to finalize the planning for the intervention. All members were present . . .

After the potluck, we together emphasized the purposes of this intervention: (1) to get the total staff to feel involved in the process of changing to a multiunit school; (2) to dispel the feeling that either the GD team or CASEA was imposing a preconceived plan to move toward the multiunit school without their involvement or approval . . .

Next, four heterogeneous groups discussed communication skills, the multiunit school, and forces facilitating and restraining the change to a multiunit school. Murray's report continues:

... As the last group finished making its presentation, a member of the GD team introduced the "Name the Project" contest. The principal put up a salmon for first prize. This caused some excitement, and with that, the meeting ended. Many of the staff members left, but several remained talking in small buzz groups.

The GD team met to debrief; but the principal and the fifth grade teacher were absent. The principal was meeting parents and their children, while the teacher was attending the fifth and sixth grade math meeting . . .

The CASEA consultants and the GD team were excited and happy about this intervention. They felt they had succeeded in involving the staff in the multiunit project and had overcome considerable initial resistance. Most of the team felt, in reminiscing about the project, that the end of this intervention was their most triumphant moment. During the debriefing of the day's activities, the group decided:

... that the next step was to introduce the staff to the communication skills, e.g., paraphrasing. A member of the GD team wanted CASEA people to do the intervention, but Martell expressed confidence in the group's ability to introduce the skills. Murray explained some easy ways to get people talking about a topic relevant to the multiunit school . . .

SEPTEMBER AND OCTOBER: WORK BEGINS

Martell thought that one of his most pressing goals was to make the consultants obsolete. He thought he should encourage the Humbolt team to leave CASEA's nest as soon as possible; thus he urged the team to plan for training the rest of the school at the next intervention. As a consequence, the Humbolt GD team planned and carried out their September 16th intervention without

the help of CASEA consultants. The team presented the meeting as a party, and the invitation read as follows:

You are cordially invited to a party Wednesday afternoon,
September 16th, 3:30-4:00 p.m. in the Humbolt School library:

3:30 refreshments

3:40 program on paraphrasing

Informal—come as you are, no shoes or ties necessary

Just bring your CASEA notebook for more goodies!

A pair of phrases party—Do come! You all!

Invitations and facilities by District 404A

At the next GD team meeting a week later, the committee described the party to the CASEA consultants. Martell reported:

... The party began with refreshments, shortly followed by an introduction to paraphrasing by the principal and the fifth grade teacher. Staff members then paired with someone they usually didn't work with and practiced paraphrasing, using short printed statements prepared by two other GD team members. This was followed by a handout on paraphrasing to be added to each staff member's "CASEA notebook." The meeting ended with five minutes of blind-fold exercise. No debriefing occurred in either the staff or the steering committee after the party ...

In this invitation and party were forewarnings of emerging problems. The first bad sign was the unrealistic time allotted for practicing communication skills—half an hour, *including coffee and refreshments*. The second symptom was the staff's resentment and pity of their fellow staff members for leading the consultation by themselves—after all, a week's workshop hardly made them experts! Third, there was confusion over just how serious the program was. Information handouts from CASEA were always called "goodies," and a meeting was a party. This light-hearted, joking atmosphere was typical of the Humbolt staff, and may have squelched the expression of real concern or commitment. One staff member reported in May of 1971 that the only thing he remembered about the project was that "if we thought of a good name we won a fish."

The GD team met three times during the next week. These meetings were frequent because they were short (they began at 3:00 p.m. and ended at 4:00 p.m.), and because they were sparsely attended. The CASEA consultants did not get messages that the meetings were occurring, and some team members had conflicts with other meetings. Also, one of the GD team members had been on jury duty for the past month. The principal later said of

attendance at GD team meetings, "I felt as if I were in a shooting gallery—I never could get all my pigeons up at one time."

At the second team meeting, everyone was present except the one teacher who was still on jury duty. Martell recorded:

... the older resource teacher assumed the convener role as we had previously agreed, but no formal agenda was attempted. Three implicit agenda items were: (1) make plans for the staff meeting to be held September 30, 1970; (2) make plans for the staff meeting to be held October 14, 1970; (3) devise a strategy for the whole year. There was also some concern about unclear communications to staff members because the principal had invited two new staff members to our meeting and someone else had told them that they shouldn't come. After spending about forty-five minutes skipping from topic to topic, it became rather obvious that we were accomplishing little with alacrity ...

Murray remembered this meeting as a power struggle between the CASEA consultants, who wanted a well-planned staff meeting on September 30, and the Humbolt team, which thought there was a distinct need for a clear-cut picture of the events for the entire year. He thought the Humbolt team lost the struggle, along with some of their momentum for continuing the project. The team meeting two days later seemed to support his opinion, because Martell was nominated as convener, and the main agenda item was planning for the September 30 staff meeting.

Another important agenda item at this meeting was a request from the fifth grade teacher for a CASEA consultant to attend a meeting of the fifth and sixth grade teachers. He was trying to organize a teaching team and had a fourteen item agenda for a twenty-five minute meeting. Martell said it would be difficult to act as a consultant with that large an agenda, and also reminded the group that a GD team member should also attend if a CASEA consultant were present. (This was an agreement the CASEA consultants had made among themselves. Martell was probably the only consultant who carefully fulfilled the agreement.)

In retrospect, Martell felt that turning down this request to consult with the fifth and sixth grade unit was a major error on his part. He had thought the fifth grade teacher, as informal team leader, was just asking for reinforcement, when in fact the teacher was seriously worried about the polarization in the upper grades teaching team and wanted help. Martell later thought that had he become an active consultant to the fifth and sixth grade unit at that time, he might have been able to bypass some of the chuck holes in the road ahead.

SEPTEMBER AND OCTOBER: PROBLEMS EMERGE

On September 30, the total Humbolt staff met again for forty-five minutes to practice the communication skills of behavior description and perception checking via role playing. This event was also carried out by the GD team, and most of the staff resented the time spent in the meeting. Their interest and commitment was steadily decreasing as they could see little use for the communication skills and the "fun and games," as some staff members called it.

When the GD team met again two weeks later on October 14, the members had two main concerns: planning for the staff meeting on October 21; and planning to involve the staff in setting goals or setting dates for working on subgoals. The consultants' memo recounts:

... There was some discussion regarding staff commitment. The consensus, strongly supported by the principal, seemed to be that it was better to go ahead as though commitment was already there rather than spend time testing it.

One teacher heard about a group going to visit Kent and asked if Humbolt people could go along if they paid their own way. Martell will check on this and call her back tomorrow. *(Martell checked with Essig [a district coordinator] who thought it wasn't feasible this trip—maybe next time.)*

After a bit of discussion about how to involve staff members who are not enthusiastic about the project and how to make meetings more exciting, it was decided to focus on getting more information to the staff. Martell will contact Arends and Essig [the district coordinators] to come to the meeting and talk about activities in District 404A. The counselor will get entries in the "Name the Project" contest and the winner will be announced Wednesday, October 21.

We italicized two comments above to indicate choice points which might have made a difference in the final outcome of Humbolt School in the multiunit project. The first comment, the principal and the team's decision not to test the commitment of the staff represented the recurring pattern of flight away from conflict that the team had used all year. If they had directly confronted the polarization and conflict at this point, they might have had time to work out a plan which satisfied the staff before they made a decision. The second comment, a request to see a multiunit school in operation, was a strongly felt desire of many Humbolt staff members. The principal was later to make a similar request, similarly rejected. If these requests had been fulfilled, the outcome at Humbolt might have been different.

Back at CASEA, the other consultants who were working with GD schools were having problems, too. When Martell called a district coordinator to ask him to attend a staff meeting at Humbolt, the two discussed some of the misunderstandings the GD consultants were having. Martell then wrote the following memo:

Memo To: CASEA Multiunit Staff and Arends and Essig
 From: Ronald Martell
 Date: October 20, 1970

... Essig and I believe that there is a need to spend some time together discussing the future of the GD schools, setting some goals, and publishing some policy statements...

Our confusion about our goals as consultants in a research and development project was certainly not improving our work with the GD schools.

OCTOBER 21: STAFF MEETING

On October 20, Martell and Murray met with the Humbolt GD team to plan the staff meeting the next day. The principal convened. Martell told the team that the district coordinator would come to discuss the district's role in the project. The plan for the next day finally evolved as an exploration of the project from three points of view. The agenda was as follows:

2:45	Refreshments
2:50	Overview of meeting and CASEA's role
3:00	The district's role and CASEA's role
3:15	Humbolt's role in project
3:20	Discuss: "How do I fit into Humbolt's new multiunit school? (In pairs, then in fours.)"

The next day, after the coordinator had described the district's point of view, he was bombarded with questions about money available for extra help. He explained the best he could; then said, "Look, I can't give you any more answers! I don't know whether the budget will pass. All I know is that the project has top priority." He was not angry when he said this, but his forcefulness alienated some of the Humbolt staff.

The coordinator's reactions had both favorable and unfavorable effects on the staff. Most went into the discussion with at least some ideas of where they were going, but two staff members later said that they thought he was angry and that made them angry. As the discussion in pairs began, one older teacher walked out, and Murray went after her. She explained to him that she had to leave at four o'clock for a dental appointment, and that she didn't agree

with what was being said. Murray replied, "But that's just why you're so valuable; we need opinions from experienced people like you." She did not return to the meeting, but she was somewhat mollified at Murray's tranquilizing words. She confided later that she did not have a dental appointment; she merely wanted to leave.

The end of this intervention also left the staff feeling good. They thought the material had been relevant and that they had a chance to discuss it. (P.S. The new resource teacher won the fish. Her prize-winning name was SEARCH—Seeking Educational Advantages to Reach Children at Humbolt.)

NOVEMBER 6: PROBLEM-SOLVING

On November 6, a teacher work day (students at home so teachers could write report cards), CASEA consultants and the GD team held a half-day intervention—an unprecedented length at Humbolt. The principal introduced the session with:

Your GD team met for almost five hours last Thursday night to try to plan a worthwhile session for today. Our work with CASEA this year has been intended to help us improve our communication skills. Only you know how successful it has been in your case. A number of the team members reported that staff members had indicated desires to try to apply some of these communication skills to the solution of "Real Life" problems. With that thought in mind, the decision for today was to meet according to groups with common noon hours and talk about the here and now. I think the worthwhile-ness of today's session will depend entirely on the amount of involvement by each member of the various groups. We will reconvene in this room at 11:30 for share and tell.

Murray took the first and second grade group and began the problem-solving sequence. Group members defined their problem as double-pronged: (1) "My way is right." (There was bitter conflict about how to teach reading.); and (2) "Seeking common ideas, and not solutions." (They thought everyone had to teach the same way and they kept trying to convince each other.) Next, they divided into two groups and worked on solving the problem.

The non-CASEA consultant took the third and fourth grade teachers, who rather easily and quickly solved a problem of how to exchange children for the purpose of helping children to get along better and know and respect other teachers.

Martell took the fifth and sixth grade teachers. Their problem statement finally worked down into "subgroups for students;" however, no consensus could be reached on how or when to take

action. Martell said, "The session ended with the conflict unresolved and no decisions made."

As a result of the above intervention, the first and second grade teachers at Humbolt finally began to understand the goals of the project and began to be in favor of what CASEA was trying to do. However, the intervention had little impact upon the third and fourth grade teachers in either direction, and it increased the polarization between the fifth and sixth grade teachers. In general, though, the consultants believed that morale after this intervention was the highest it had been since the first intervention—the one held before school began. At least it was relevant to the actual school problems!

NOVEMBER AND DECEMBER: GROWING CONFLICT

Martell and Murray decided to keep working with the grade-level unit groups, trying to get them operating smoothly. It wasn't easy. The two units containing grades one and two and grades three and four were making progress, but on November 16th, Martell reported:

... This [fifth and sixth grade] group is experiencing great difficulty in developing their program. Meetings are long and unproductive and the level of trust and openness is low. The GD team agreed that an effort should be made to give this group additional training time. Several GD team members will meet Nov. 19, 1970 to develop a questionnaire to generate data for feedback to the 5-6 grade group...

The next day, Martell presented to the fifth-sixth group a summary of their problem-solving session and proposed their using a survey feedback questionnaire. They agreed and Martell said he would report the results on December 8th. At the same meeting:

... Martell presented [a clear] definition of differentiated staffing. The principal was quite concerned that no provision was made for a "homeroom" for young children. He felt that it is very important for children to have a single teacher that really knows them and their individual problems. He also felt that shared responsibility for the same child could make it difficult to respond quickly to parents' requests for information about their children...

But the principal wanted to give the multiunit school a fair chance and told us, "I was concerned in November, but I thought maybe if I went to one of these buildings [a multiunit school], I might have modified my thinking. So I called and asked, and this principal said to wait a month—that discouraged me. I felt that I had to get results fast. I also heard that some worked and some didn't, and I thought that maybe it was my fault."

Martell made the survey of the fifth and sixth grade unit, and reported that the data showed polarization in the group. He received little response; in essence, reaction to his report was "so what else is new?" This day was another low point for both Martell and the Humbolt staff. Again it seemed that staff members had little ability to cope with conflict or polarization.

The next day at a faculty meeting, a district coordinator came out to explain the multiunit school again. He had worked diligently to prepare a clear picture to present to Humbolt. He first reviewed the original project plans, including a specific plan for Humbolt. Next, he reiterated that the Humbolt staff still had the option to progress to multiunit or not, with several alternatives. He finished his presentation with the overall objectives of the project: to operate with a multiunit structure with added resources, to build a structure that would better allow the staff to create a school for the Humbolt community, and to provide consultation to build that structure. His last comment was the quotation, "Schools have to be different in order to be equal." This presentation was the third peak of the Humbolt staff's experience. The coordinator's talk had encouraged them; they thought they understood the project and were ready to become a multiunit school.

JANUARY: STAFF SURVEY

In January, 1971, Murray reported on the latest developments at Humbolt:

On January 12 at the principal's house, the Humbolt GD team along with Arends and Essig [district coordinators] made some decisions on strategies for surveying the Humbolt staff's present status in the multiunit project. We decided that we would attempt to determine the individual staff members' understanding and commitment to the multiunit school. We decided that as an intermediate step, we would determine the staff's individual concerns and answer these before asking for a total staff vote. We chose the questionnaire method and each staff member was to vote yes, a qualified yes, or a no to four basic principles of differentiated staffing. We supplied ample room for individual comments, and requested names since this was not a vote.

Martell and Murray discussed the possibilities concerning Humbolt and concluded that with so much indecision the prospect "looks not too good." They also discussed the many frustrations in working with the Humbolt staff; their growing ambivalence, their resentment of spending any extra time working, their confusion over what the multiunit school actually was, and their constant

mention of lack of money to pay people for extra work. Martell reviewed the possible choices for action at this meeting, as summarized in the following notes:

1. Stop the multiunit school (AMEN) [If we choose this we'll be completely out of project]
2. We're in all the way—GO MULTIUNIT!
3. "Stand-by-CASEA" out, "Humbolt and District 404A still in."
4. Humbolt majority are going to multiunit; the minority may transfer.

In his notes Murray wrote at this point, "My bet: we will discuss budget, then we will talk about consensus decisions, and then we will want a definition of multiunit." What follows this comment are: "(1) Discussions of the money allotted—is it or isn't it? (2) Discussions over commitment—who is and who isn't? and (3) Let's set up definitive statements that define multiunit." In other words, the same questions were being asked again and again—so that Murray could accurately predict the cycle of the discussion that evening.

A couple of weeks later, Murray described the results of the staff questionnaire.

Memo To: CASEA Multiunit Consultants

From: Don Murray

Subject: Outcome of Humbolt Staff survey on January 22, 1971

A survey about support for multiunit was written by Essig and Arends on January 14 and given to the entire staff on January 21, compiled by the Humbolt GD team on January 22, and a decision made at that time pending the outcome about how to provide the staff with its needed information (i.e., either have Essig and Arends answer questions or bring in unitized school teachers or unit leaders). In closing, it was remarked that we had the best attendance, the worst weather, the shortest meeting, and consumed the most wine in the brief history of the Humbolt GD team.

The principal contacted me on Friday afternoon and requested that I come to Humbolt to talk with him about the findings of the questionnaire. Most of the staff persons answered with a yes or a qualified yes statement and I was to clarify specifically what their statements meant. Martell and I met to discuss this request and decided to categorize the data into four general areas of misunderstanding or lack of information.

After talking with the "yes buts," Murray found that nine staff members totally supported the idea of a multiunit school, fifteen supported it if they had a choice to go or stay, or if they had financial support, and four gave a final no—these were viewed as inconclusive results.

OUTCOMES AT HUMBOLT

The mortal wound to Humbolt as a multiunit school was delivered by an unexpected shot at a CASEA-initiated workshop for multiunit school principals. We had been aware of the increasing tensions the principals were experiencing during their change of role, and thought they would appreciate a chance to talk with one another about the project. Martell's memo tells the rest of the story:

Memo To: CASEA Multiunit Consultants

From: Ron Martell

Subject: Recent events concerning Humbolt Elementary School
 27 January 1971: At the principals' workshop, the Humbolt principal made a public declaration that he couldn't support continuing the multiunit project at his school . . .

The most emotion-packed incident of the day occurred when the Humbolt principal, during the sentence completion task, stated in answer to "I feel good about . . ." that "I don't." He went on to explain that he hurt when he saw kids lost in the cracks; when he saw teachers accept extra help as a release from responsibility; and when the teachers could not be accountable for their students. He also said that he now realized he didn't want to continue in the project. In response, Essig exclaimed that he didn't feel that the principal had given the project a fair chance because he had not really looked at the favorable aspects of the multiunit school. At this point, several CASEA consultants told the principal they admired his courage in giving honest feedback; especially after glowing comments by other principals about their increased satisfaction with their school. The Humbolt principal stayed through the role definition and dinner with Martell, but left early—about 7:45—before the group agreements and debriefing.

The next day the CASEA consultants met to discuss the Humbolt principal's question of when he should tell the Humbolt staff of his desire to leave the project. All three felt ambivalent; they were reasonably sure that if the principal said he could not support the multiunit idea, the staff would vote against the project. However, if the vote was taken before the announcement, the staff could easily feel duped or betrayed. The CASEA consultants finally decided that because there were so many obstacles at Humbolt, they would recommend that the principal make his announcement before the vote—thus almost insuring Humbolt's withdrawal from the project. Martell continues in his final memo:

1 February 1971: Call from Arends relaying a concern expressed by the principal about his decision was spreading among Humbolt

staff members. The principal wanted to make a public announcement at the faculty meeting on February 3, 1971.

Arends felt pessimistic regarding Humbolt continuing in the project. He or Essig expected to attend the faculty meeting, and he felt it would be a good time for a decision by the staff regarding their support for going ahead with the multiunit school.

1 February 1971 (later): In a CASEA staff meeting, Martell raised concern about Humbolt staying in the unitized project. Phil Runkel volunteered to attend the Humbolt faculty meeting to explain CASEA's need to collect data this spring and to say goodbye courteously.

2 February 1971: Martell called the principal and proposed the following design for part of the scheduled faculty meeting:

1. Martell will present a summary of the results of the survey which the staff had completed 21 January 1971.
2. Arends or Essig will briefly review the multiunit program and represent the position of District 404A.
3. Runkel will comment regarding implications of the staff's pending decision.
4. The meeting will be turned over to the principal so he can bring the staff up to date on his decision.
5. Explore with staff members three possibilities for further action: (a) informal discussion in total group, (b) informal discussion in pairs and trios with sharing afterwards, and (c) omit discussion and complete a secret ballot.

The principal endorsed this plan and agreed to put us on the meeting agenda and to print up some ballots.

3 February 1971: After completing several short agenda items, the principal turned the faculty meeting over to Martell, who reported results from the staff survey and pointed out that although only four members had indicated nonsupport for continuing the project, a majority had indicated support with reservations. It was not clear from the survey whether the staff wanted to continue in the program.

Following short inputs from Essig and Runkel, Martell turned the meeting back to the principal, who announced that he had decided not to stay on at Humbolt if the staff voted to continue with the multiunit project. After answering a few questions about the reasons for his decision, the principal turned the meeting back to Martell and left. Martell presented three alternatives for further action and the staff drifted into a total group discussion. Several unfavorable statements were made and several were countered by two members of the GD team. At one point, it was suggested that a vote be delayed until after there was an opportunity to discuss the issue in grade-level groups, but there was little support for this suggestion. Finally, someone asked for a vote. Martell asked for a show of hands of those who felt a need for more information prior to voting. There

was no response. The vote was taken and ballots were counted immediately—five were for and nineteen against staying in the program.

Essig indicated that he could understand their decision to drop out of the program, but requested that they refrain from activities which would undermine the rest of the project. The principal returned and requested that staff members not repeat to others the reasons he had enumerated as contributing to his decision not to continue. Runkel expressed his appreciation for their past participation, offered to try to help if it was needed, and requested that they provide further data for us in the spring.

An hour after taking the floor, Martell adjourned a rather subdued group. Although the decision had been supported by a substantial majority, it was not clear who had won or who had lost.

But Humbolt as a multiunit school had died.

Chapter XI

Monticello Elementary School

Compared with the other GD teams, the Monticello team used group development training to the greatest advantage. The Monticello staff moved more from a predominantly self-contained organization towards one of increased interdependence than did any of the other three staffs. This chapter describes the history of Monticello school over the year and one-half that it was part of the collaborative action research project with CASEA.

Unlike both Humbolt and Allen, the Monticello staff followed through with the project for the entire 1970-71 academic year. And unlike Gaynor, Monticello did not have the advantage of an experienced teaching team and a flexible new physical plant. The Monticello staff began with a high level of interpersonal stress and an inadequate building. Yet it became one of the most successful school staffs in the study.

ENTRY

This section contains an overview of what Monticello school was like before the group development consultation took place. We will

describe the: (1) social and environmental context of the school, (2) norms and procedures of the school, (3) characteristics of the principal, and (4) source of initiative and motivation for change.

SOCIAL AND ENVIRONMENTAL CONTEXT

Monticello is reached by turning off a main highway and following a road flanked by small, rundown houses, scattered trailers, a few gardens and orchards, a cow or two, and a power plant. The original school building was a row of classrooms with a peaked cupola in the middle. Now brown paint is flaking off in patches. The old part of the building is still being used, but it is considered inadequate, although not quite unsafe.

Paint is also flaking off many of the houses of the community residents, who for the most part are lower and lower-middle class. However, some pleasant new developments also lie within the Monticello boundaries. The people of this area work at nearby mills, run their own small farms, or are on welfare. Twenty-five percent of the 400 children in this school qualify for free lunch. The few citizens who vote consistently reject school budgets.

At the time of the project, the school district had not yet mustered funds to raze, renovate, or rebuild the old school. (Two years later, the Monticello building was condemned by building inspectors.) No one knows when the school was first built, but musty records say it existed in 1890. In the 1940's and 1950's a cafeteria, gymnasium, and two wings of self-contained classrooms were added. These newer sections, added to the old school, form a quadrangle connected by a series of breezeways.

The principal and the Monticello staff members said they didn't worry much about the community's reaction to their work because they thought of themselves as professionals who should make the decisions. They did feel it was their job to convince parents that what they were doing was in the best interests of the students. The Monticello principal said, "One of my main jobs is being a public relations man and being responsible for seeing that our parents are informed." He also said that it is difficult to get parents involved. The problem at Monticello was more likely to be community apathy than community resistance; thus, it was easier to try new programs here than in a community where parents think they know exactly what kind of education their children require.

NORMS AND PROCEDURES OF THE SCHOOL

One of the norms at Monticello was that the teachers spend the time required to get the job done. In 1969-70, before the project

started, most staff members had two meetings a week after school, and some had many more. It was a rare afternoon when we did not see several groups of staff members meeting after school.

The staff members were accustomed to dealing directly with conflict; we heard many confrontations, ranging from, "What the hell do you mean?" to "I consider that behavior very unhelpful!" Several times we saw staff members angry, on the verge of tears, or comforting others. Feelings were accepted at Monticello.

During the 1969-70 school year, Monticello was full of interpersonal tensions. A CASEA consultant, Mary Ann Smith, interviewed the principal in the spring of 1970. Her impression at that time was that he was a somewhat nervous, tense, busy man. After the second interview question he confided that he was in the midst of a difficult problem; a classroom teacher had posted a flag decal upside down because, as she told the kids, "This country is in real trouble and flying the flag upside down is a distress signal." The principal had asked her to please change it back and she had refused. He told Smith, "I used to think I could get along with people, but I'm just not sure anymore. I don't even know if I'm cut out to be a principal. I just can't seem to handle the new breed."

At this point his vice principal told him the teacher had left her class and had gone downtown to complain to the assistant superintendent at the central office. The principal sighed, asked if her class was covered, (it was) and said "O.K., I'll handle it." At this point Smith decided the last thing the principal needed was to be interviewed, so she suggested that perhaps another time would be better. He said resignedly, "No, I guess I'd like a chance to talk about it. Just a minute while I call the assistant superintendent and tell him she's coming."

After the call, he explained that two new teachers had caused serious problems for the staff. One was an intelligent man who would have been a good teacher except for his complete unpredictability. But, as the principal said, "At least I can talk to him." The other was a woman (the upside-down-flag flyer) who was considered radical by some other staff members. Tension in the intermediate wing was high because she disagreed with almost everything anyone said or did. The principal had informed her she would not be rehired. Her reaction was to tell him he couldn't fire her because he had not made the necessary visits—with the conferences recorded in writing—to her classroom. He told Smith that he had been there more often than the required minimum but that he could not prove it in writing. He said that he used to operate on

faith, but wouldn't any more. He added, "I really don't know if I can get rid of her. If I can't, we're in real trouble." The principal felt frustrated because he thought both of these teachers were empathic and humanistic people and he wished he had been able to reach them. Other staff members validated this report of almost total frustration, tension, and suspicion in the intermediate wing.

CHARACTERISTICS OF THE PRINCIPAL

The principal of Monticello Elementary School was about thirty-five, slender, dark-haired, with an expressive face. He was open and forthright, enthusiastic, responsive, and dynamic. He was very popular with his fellow principals, although he was sometimes considered a bit outspoken. He was also well liked by the staff, parents, and students at Monticello.

The principal and his staff had been on good terms with supervisors at the central office. Because the director of elementary education was often slow to make decisions, the principal said he sometimes initiated action without checking at the central office. He did inform the director about what he had been doing, and thought the director was a good listener and completely dependable when he did make a decision. The director trusted the principal because of his honesty, but was sometimes a bit discontented by his openness.

After the interview Smith told her CASEA colleagues that the principal seemed to be a capable leader. He had stated clear goals for his school and said he had been working toward them for three years. He saw organizational development training as a means to reach these goals, and he was very enthusiastic about the project. His immediate reaction to any ambiguity was to try to clear up the confusion. Later, in interviews, his staff described him as willing to share power, but he said about his own feelings, "I knew my power would crumble—I'm not sure where my limits are—I need some status and want to feel respected." This statement showed that the principal had a clear idea of what might be in store for him.

MOTIVATION FOR CHANGE

In the middle of November 1969, the principal was facing the culmination of many frustrations. He wanted to individualize instruction, to have teachers specialize because of increasing curriculum complexities, and to have more personnel for the classroom. Suddenly, as he said, "three events put a whole mess of pieces together" for him.

First, he attended a workshop describing an elementary school that stressed individualized learning packages, team teaching, and flexible organization and physical structure. The workshop, he said, "made clear some ideas about how to do some of what I'd been wanting to do—things just sort of fell into place."

Second, about the same time, one of his teachers discovered that a university professor was eager to try out a whole series of new ideas for working with student teachers. The professor and the principal readily agreed that about twenty student teachers would be assigned to Monticello.

Finally, at a meeting of elementary principals a week or two later, the director of elementary education for the district announced that Richard Schmuck of CASEA would meet with any principals who were interested in changing to the multiunit school structure. The principal thought that this might be a chance to learn how to reorganize his school to use more of the staff's resources, so he decided to attend the meeting. After he heard about CASEA's plan to use organizational development as a part of the multiunit project, he was excited and desperately hoped he could inspire his staff to want to be involved. He felt that, "here was a chance to use some expertise to do the kind of thing I thought had to be done."

Schmuck reported in late November, "the Monticello principal showed very high interest, but was concerned about the great amount of groundwork involved in moving from a traditional self-contained structure to the multiunit, team-teaching pattern..." The principal, however, was already taking specific steps to ease his staff into the new structure. By February 1970, Schmuck could report, "The Monticello principal... has been encouraging his staff, especially the upper elementary teachers, to employ individually prescribed instruction and to work in teams." A group of primary teachers in grades two, three, and four were also beginning to think about planning as a team the following year. At Monticello, the project was seen as fitting into a framework of what most of the staff was ready to begin.

SELECTION OF SUBSYSTEM

The principal called a staff meeting to discuss the multiunit project and the summer workshop week. He asked the interested teachers to volunteer and said he would make the final choice of participants from the volunteers. He wanted to screen out his problem teacher (whom he was sure would apply) so he asked his vice principal also to apply to make sure he had too many

applicants. He said, "I was thankful that more than six people volunteered. I had hoped to have the natural leaders but didn't get enough." With eight volunteers, he felt justified in omitting the problem teacher and the vice principal from the GD team.

The staff members from Monticello that came to the summer workshop were the principal and the following six staff members: (1) a female sixth grade teacher in her forties with considerable teaching experience. She was a creative teacher and a well-respected leader on the staff; (2) a female first grade teacher who was publicly opposed to the multiunit school, and who volunteered for the workshop because of her opposition; (3) a male first grade teacher, formerly an intermediate teacher, who was well-liked, calm, and easygoing. He served often as a stabilizing influence on those around him; (4) a female teacher of the second-and-third grade team who was athletic, dynamic, efficient, and well-organized. At the outset she was neutral to the multiunit idea; (5) a female teacher of the second-and-third grade team who was initially against the project. She was a young, good-looking neophyte; and finally (6) a third female member of the second-and-third grade team who was highly committed to the multiunit project at the outset. She also was young, with only a few years of teaching experience.

As the principal told us, "The six volunteers are those who are interested, available, suspicious, and who need the money." Three of the volunteers (the sixth grade teacher, the male first grade teacher, and one of the teachers of the second-and-third grade team) were supportive of the project; one of the second-and-third grade teachers was neutral; and two volunteers (the female first grade teacher and one of the second-and-third grade teachers) were initially opposed to the project. The three supporters and the one neutral teacher composed one subgroup during the workshop while the two opponents constituted a second. Another subgroup consisted of the three second-and-third grade team members who had worked closely together the previous week in a curriculum workshop and still felt some allegiance to one another. The principal and staff at Monticello thought that the various grade levels, personality types, and educational philosophies at the school were represented by this GD team.

CONSULTATION WITH SUBSYSTEM

NATURE OF THE GD CONSULTATION

Details of the design for the week's consultation with the GD teams are described in chapter 7. Exercises and practice sessions

were designed to: (1) build trust, openness, and communication skills within the team; (2) teach the team members skills in problem-solving; and (3) help the team plan to introduce the project to the rest of the staff. We modified the original design as the lab progressed and spent lunch periods evaluating progress and redesigning the program.

We had particular problems with the GD workshop because each of the schools was unique. We struggled constantly trying to keep the teams progressing at about the same rate, because we thought much of the successful outcome of the consultation depended upon the interaction of the different GD teams with each other. In practice, though, what fit one team beautifully was either too simple or too advanced for another team; rarely were all consultants happy with the timing of the design. However, all of the consultants agreed that the overall design fit the Monticello team better than any of the other GD schools.

The consultants' goals for the workshop were to uncover conflicts and differences of opinion about multiunit schools. We wanted the team members to be clear about their choice of direction and to see themselves as facilitators but not as consultants in the changeover. Ultimately, we wanted to help them plan a long-range sequence of events to enable the total staff of Monticello to move toward a multiunit school structure.

CASEA CONSULTANTS

Richard Schmuck, overall coordinator for the GD intervention, also worked as a consultant to the Monticello GD team. He was joined by Robert Dwight, an advanced graduate student in counseling, who has a gentle, quiet manner and who very quickly establishes rapport with others. These two consultants had been close friends for several years and felt comfortable working together. They were the only team of GD consultants that had worked together previously; later we found that their familiarity with each other gave them a definite advantage. Later in the year of consultation, Mary Ann Smith joined the consulting group and helped when Schmuck and Dwight were overloaded. She later described these events in detail in her dissertation (Smith 1972).

PERCEIVED COMPETENCE OF CONSULTANTS

When interviewed, GD team members said that they perceived the CASEA consultants to be highly competent. Perhaps they were impressed by Schmuck's reputation and saw themselves as holding an advantage over the other three GD teams which had

doctoral students as their consultants. The Monticello principal told a CASEA interviewer that he did not have a great deal of faith in the doctoral students at first . . . "I've seen too many who were incompetent or who failed to follow through on promises or agreements."

All seven members of the Monticello GD team rated their CASEA consultants as highly competent in teaching them task and process skills. They saw Schmuck as especially knowledgeable about the multiunit school and team teaching. They viewed Dwight as being "very tuned in to interpersonal relations on the Monticello staff." They also rated Schmuck, Dwight, and Smith as highly skilled in their ability to help relate the GD consultation to the ordinary work of the school.

SUITABILITY OF DESIGN

As previously noted, the workshop design seemed to be more appropriate for Monticello than for any of the other GD schools. The principal helped to make it appropriate by using open communication and by helping his staff to tie their own goals to CASEA's goals during the consultation. Schmuck and Dwight and the Monticello GD team were probably more in tune with the timing of the design than the rest of the CASEA consultants and their GD teams.

RELATIONSHIPS AMONG TEAM MEMBERS

The CASEA consultants, CASEA documentors, and the GD team members agreed with the following description of the relationships among team members. The principal was highly respected and had significant influence within the GD team. His influence was particularly strong with the three team members who went along with the multiunit school idea.

Tension existed between the principal and the first grade teacher who was outspoken about her opposition to the multiunit school. (The principal and Schmuck discussed this tension early during the week, and the principal brought the tension out into the open later in the week.) The first grade teacher reacted indirectly to discussions of the tension. She would make side comments and give nonverbal cues of being disturbed but would never deal with the tension directly.

The other teacher who initially felt negative toward the multiunit school first allied herself with the opposing first grade teacher, but she changed toward being neutral by the end of the workshop. The male first grade teacher was very quiet and helped to keep

many discussions from becoming overly emotional. Along with the sixth grade teacher, he kept the group task-focused. Both the sixth grade teacher and the second and third grade teachers who supported the multiunit school wanted—almost from the start—to plan ways of convincing others on the total staff to move in the direction of the multiunit school. The CASEA consultants rotated roles of convener and process observer, discussed the process by which work was being done, and tried continually to paraphrase unclear communications.

The team members generally tended to agree about some of the school's goals, but conflict among them on the pros and cons of the multiunit structure ran high. This conflict was well known and discussed often. The CASEA consultants explained that conflicts were inevitable and that the team needed procedures to cope effectively with conflict. From our point of view, the Monticello team had an advantage over the other teams by having made public very early the clear-cut conflict of philosophy within the group.

Probably the most crucial situation of the workshop occurred when the CASEA consultants talked about opening up the conflict between those for and against the change to a multiunit school. This happened on the third day and, although the conflict was not resolved, all members gained a clearer understanding of one another's feelings. This event established a precedent for group confrontation with conflict—a precedent that later carried over into the school situation.

PLANS FOR STAFF TRAINING

During the workshop, the Monticello group developed a long-range plan for converting their school to the multiunit structure. This plan included a detailed sequence of major stages during the year, with the precise dates when specific events would occur. They also planned an initial session for the total staff's first meeting, explaining multiunit school structure, using the skills, and informing the staff of the time when they had to make key decisions. Schmuck thought an added incentive for the group's planning was that at the end of the workshop they had to present their plan to the group from Gaynor School—the somewhat resented, "fair-haired child" of the same district. The Monticellans were pulling together and had a feeling of "we'll show them."

THE SUBSYSTEM

Monticello team members did not think of themselves as a subsystem but as a volunteer group at a workshop. Similarly, the

school staff saw them as a group that wanted to go to the workshop. There was no other legitimacy or representation attached to them, nor was there any plan for renewal or change of the team when the consultation began.

At the end of the workshop week, the seven volunteers planned gradually to phase out their committees and replace the GD team with a leadership group composed of the principal and leaders chosen by the soon-to-be-formed units. The school would then have a true representative subsystem.

TEAM MEMBERS' SENSE OF EFFICACY

The consultants thought that the three teachers who started out in favor of the project had gained a feeling of having the power to make things happen. These three confirmed the consultants' opinions; all three answered the interview question "Did you gain a feeling of power or efficacy during the lab?" with a yes. The consultants thought that the principal had some of this feeling of efficacy, but that he was worried and was depending upon the consultants to help him during the year. He answered the interview question with, "No, I don't think any leader has that kind of power—he can superimpose power, but that's doomed to failure." The other three teachers all answered with a qualified yes, such as "sometimes," or "as part of the group," or "that my ideas are considered." All of the team members reported later in their interviews that they felt excited and hopeful, and that they had enjoyed the workshop. The three teachers who were most committed to the project expressed some doubts about how well they would be able to persuade the remainder of the staff to accept the multiunit structure and convince them of the importance of group process skills.

INTERVENTION DURING THE YEAR

Most of the staff at Monticello felt that they needed help. A sixth grade teacher, in recalling the previous disorganized and unhappy year, said, "The climate last year was *horrible*—raunchy (sic) and death-giving! We were close to a nervous breakdown." This difficult year had made the Monticello staff willing to try almost anything.

SEPTEMBER: PRESENTATION TO STAFF

The first staff meeting of the school year was the intervention the GD team had planned and rehearsed at the workshop. Dwight reported of the two-hour meeting:

Memo to: Monticello crew and Program 30 files

From: Bob Dwight

Subject: Staff meeting for Monticello faculty, September 1970

... The meeting actually went more smoothly than the rehearsal. I felt it was a good initial effort in terms of expressing the steering committee's enthusiasm about the August training and its basic concern about the communication process. There was some resistance evident at the start when we went into the warm-up (several teachers had a "do we have to do it?" expression on their faces)—but the rapid pacing of the meeting (thanks to our pre-planning) seemed to catch everyone up in the concerns of the meeting...

The sixth grade teacher chaired the feedback segment for both favorable and unfavorable comments. We went around the circle and most people made favorable comments about shared leadership, e.g., "I've never been to a meeting that wasn't run by the principal." On the unfavorable side, one teacher thought the meeting was too long and that other concerns were more pertinent to the opening of school, especially for the new teachers. I didn't think that this was a widely shared opinion.

OCTOBER 9: TEACHERS' WORK DAY

Although the GD team members felt quite good about their initial presentation, they were beginning to realize how much they did not know about leading the staff toward an organizational change. All said in the interviews that they wished they had had more practice in leadership, in ways to deal with real situations that arose. They also were frustrated by the lack of time they had to work with the entire staff. They decided to use the first teacher work day on October 9 as a mandatory all-day session for the staff. At this meeting:

... the principal enumerated six essential components of multiunit schools. These were: (1) children are assigned to a group of teachers or unit; (2) each unit must plan for, instruct, and evaluate children cooperatively, regardless of the number and size of units; (3) important instructional decisions must be made by groups at the appropriate level of organization; (4) there is greater role differentiation and role clarity; (5) there is a carefully designed leadership structure; (6) communications flow horizontally and vertically.

Small groups spent forty-five minutes specifying problems Monticello might encounter in shifting to a multiunit program...

We met in the total group and entertained questions that had emerged from the small groups. The two CASEA consultants responded to the queries. Some of the questions were: What would be the point of having large groups of children gather for instruction? Have there been any studies done to see what the effects of

unitization have been on boys and girls? What about the security needs of students and teachers who have their classrooms taken away? What about discipline? What do the CA's do? Do the children move around or do the teachers go from place to place? . . .

Introductory remarks on the role of the steering committee were: They are facilitative—not a leadership group. As soon as possible we hope to add legitimate formal leaders such as our leader of the second and third grade team . . .

OCTOBER, NOVEMBER, AND DECEMBER: IMPORTANT EVENTS

Just two weeks after the October 9th work day, the leader of the second and third team became a member of the GD team. His team had been formed during the summer, just before the CASEA workshop. He was an advocate of the multiunit school but initially felt distant from the GD team because he had not attended the summer event. His team was a rather close-knit group working well together, but somewhat set apart from the first grade teachers.

On October 28th, the first, second, and third grade teachers met to determine their future direction. They discussed the advantages and disadvantages of the second and third grade team and what total unitization would do to the first grade. The principal suggested dividing the staff into three units, and after lengthy discussion, "there was a unanimous expression of approval for the three unit concept." This unanimous approval was made with many reservations. The first grade teachers were not sure that they wanted to be partners with members of the second and third team and therefore were reticent to support the multiunit structure. However, the fact that the two initially disapproving teachers in the GD team might work together in a newly formed primary unit helped keep the multiunit option alive for the first grade teachers.

At a November 9th meeting of the entire Monticello staff, the principal asked the staff to help him plan budget requests in broad general terms. He passed out a list with suggestions for budget preparations, and asked the staff members to outline the purposes for which they expected to spend the most money. Representatives from the primary and intermediate groups were to meet with the principal three days later to discuss these budget requests.

A second suggestion by the principal was that the rest of the meeting be spent in trying to work out agreement among the whole faculty as to what organizational components and concerns would be common to all units. He suggested two proposed models for the new units and staff members in heterogeneous small groups reacted to the proposals; they still disagreed as to the composition of the units because of differences in teaching philosophies.

This meeting was extremely important in Monticello's struggle to become a multiunit school. First, the principal gave some budget responsibility to the staff along with clear-cut guidelines about how to use that responsibility. Second, he faced squarely the issues of ignorance, misunderstanding, and conflict over what the multiunit school was. He organized the meeting so the staff could talk about conflicts freely, but again within clear-cut guidelines; further, he proposed models for the new units. In other words, he reacted to a lack of clarity in the staff's goals by giving them a chance to react and by giving them some organization within which to operate. Although the staff still disagreed and felt unclear, at least they were not in limbo. They were in conflict over real issues, rather than wallowing in a mire of uncertainty. This meeting was the beginning of the staff's six-month struggle with the repetitive cycle of clarifying goals, solving problems, and making decisions.

A week later, the second round began. Far from clarifying the situation, the previous meeting had simply increased the awareness of misunderstanding. Dwight reported the next week's steering committee meeting:

Memo To: Monticello crew and Program 30

From: Bob Dwight

Subject: Steering committee meeting, November 16, 1970

The principal said that a number of comments he had heard after the last meeting led him to believe that several staff members had no understanding of what unitization involves. He suggested that the new organizational basis will undoubtedly mean a reduction of certified staff and more reliance on paraprofessionals. *He said that he has come to the point where he feels that he must specify clearly what some features of the school will be so that individuals can begin to decide whether or not they want to stay.*

[When polled] . . . a majority of the GD team expressed the view that there would need to be a reduction of at least three or four staff members and additions of paraprofessionals to implement differentiated staffing next year. [This did not happen.]

Two goals for next week's meeting were offered by Schmuck: (1) that as a staff we decide definitely to try out a unitized approach next year; (2) that the staff decide tentatively on team composition.

The GD team will formulate a three-unit structure to present to the staff on Tuesday. The staff will then break into the designated small groups (the proposed unit groups) and discuss the plan's feasibility. At the end of the meeting, each faculty member will be asked to declare himself on his intentions for next year. Unit members will not be selected until next month.

A questionnaire will be sent out to staff to determine teaching preferences. The proposal for Tuesday will be based on these data.

The questionnaire asked teachers at what level they wished to teach and with whom they would most like to teach.

At the faculty meeting the following week (November 24, 1970), the principal explained that during two meetings of the GD team, the questionnaires were scrutinized for teachers' preferences, and a tentative multiunit proposal was drawn up. He also reassured the faculty that although the proposal indicated a reduction in staff, he would ask no one to leave who preferred to stay in 1971-72.

The tentative small groups then met to consider the scheme. Forty-five minutes later the group reported their reactions:

Unit I: (grades one and two). (1) not enough professional teachers; (2) need to specify teaching time and responsibilities of unit leader; (3) why not build unit structure from current staff?; (4) why put so many responsibilities on the unit leader?—downgrades teaching profession by giving unit leaders special status. We reject the plan for our unit and would like to write our own.

Unit II: (grades three and four). We accept the proposal and would like to start working together next Tuesday. We would like the freedom to make modifications as we go along.

Unit III: (grades five and six). We voted to amend the proposal. (1) The music teacher and the librarian wondered why they were assigned to this particular group but approved and asked to stay with it. (2) We think several certified teachers should be added, making the unit substantially what it's been.

The principal concluded by announcing that he would send out another questionnaire to determine realignment. Only group II seems to be content with its present membership. At the next meeting, groups I and III can begin re-writing their own unit plan or a modification of the total design. This will occur next Tuesday and after that meeting the groups will be considered permanent and will function autonomously.

Again, the principal had given his staff freedom within a given structure, asked for feedback, and decided to process the choices again on the basis of more information. He felt that he could not decide on the final form for the whole staff and wanted them to make as much of the decision (within stated limits) as they could. He also never faltered in being a staunch advocate of the project—at least publicly—to his staff. His announcement at the beginning of the faculty meeting a week later demonstrated this advocacy:

Memo To: Monticello crew
From: CASEA documentor
Subject: Faculty meeting December 1, 1970

1. The principal announced that the staff would work in units, that he would report results of the questionnaire, and introduced me (he characterized the relationship to CASEA as "affectionate").
2. Questionnaire results:
 - a. Do you want to stay with this unit? One teacher wants to transfer out of the school. This is apparently an amicable decision. [She didn't.] Three people wanted to switch units. They will be allowed to switch if there is room in the other unit. [They did.]
 - b. Nominations were listed for unit leaders.
 - c. Nominations were listed for curriculum coordinator for the entire school (in place of vice principal).
3. Principal announced the agenda:
 - a. You do not have to select unit leaders today.
 - b. Develop a unit philosophy about kids, so we can develop a total school philosophy. You need compatible philosophies to work together.
 - c. You have to submit a budget to me by the second week in January so I can submit one to the district.
4. The faculty worked in units for half an hour. Principal and counselor floated.
 - a. Unit III (grades five and six) seemed to be slow to engage. The principal was with them earlier and seemed to have most of the air time. They generally seemed to be slower and quieter than the other two groups. [They had less conflict.]
 - b. Unit II seemed already to have developed a philosophy and to have agreed to rotate the convener role. They started drawing a chart of their areas of competence. The current leader did not want to continue as unit leader next year and no one wanted to assume the role.
 - c. Unit I made a group agreement on directness and shared the convener role. They said that the other units' philosophies were unclear, and thus working together was somewhat difficult. There was some summarizing and paraphrasing. They had the most competent convener.
5. The total faculty reconvened and continued the discussion of units as a total group. The principal asked if anyone wanted to change units. No one responded, but Unit II said they had not had a chance to talk with one teacher (there were several hints during the meeting of back-hall politicking to encourage the people to join units). The questions the staff had dealt with were those of how many kids and how much equipment per unit, and the location of the unit in the building. [No one wanted the 1890 section of the building.] It seems to me that many decisions are in the principal's hands.
6. Generally, the meeting was low-key and emotionally neutral. There was little side talk. The principal summarized well at the

end of the meeting and at other times asked for reactions to statements and questions. There was no evidence of communication skills other than some paraphrasing.

7. The staff will meet regularly on Tuesdays to work on the multi-unit project.

JANUARY AND FEBRUARY: PROBLEMS IN FULL VIEW

Then came the Christmas hiatus. Because most of the staff members assumed the decisions were clearly made, they did not work on the multiunit project during this period. The new units had been formed and had temporary leaders, although they were not yet operating. The steering committee had turned into a representative leadership group. Schmuck describes an early meeting of the new leadership group in a memo to Dwight:

Memo To: Bob Dwight
From: Dick Schmuck
Subject: February 9 meeting at Monticello

I met with the principal and three representatives, one each from the three units. We decided that: (1) *The school is formally moving to three units for next year.* (2) Each unit should elect its unit leader by February 23. (3) Each unit will meet on February 16 to discuss who their unit leader should be. (4) Starting in early March the leadership team will meet to decide on allocation of space.

In this memo, Schmuck reported that the principal stated publicly for the fourth time that the school was moving into three units. Even so, the steering committee discussed this decision again because some teachers of the second and third grade team and some teachers in the first grade were disenchanted with each other, and because the leadership group began to suspect that the allocation of space was destined to become a vexing issue. Schmuck continued in the same memo:

... CASEA help might be used in these ways: (1) process consultation on February 16 with unit groups; (2) training in problem-solving and decision-making for leadership groups (i.e., on the space issue); (3) help units to form group agreements on how they will work together.

Other items of interest: (1) The budget looks bad; there will not be money for structural change in the building. (2) Unit I is having difficulty deciding on teaming, etc. (3) The current leader thinks that the middle unit (Unit II) is doing very well but no one wants to be unit leader. (4) One informant sees no particular problems in Unit III. (5) The principal thinks CASEA owes twenty-three hours of training to Monticello. (6) Smith of CASEA observed us. (7) The group worked easily, clearly, and directly.

After the last comment, Smith noted, "I agree!" It had been a very smoothly functioning meeting. But there were portents of trouble unfolding.

First, the budget problems were acute. The old part of the building had been declared unsound. The principal had asked the superintendent for money to remodel and had been told that funds to improve his buildings had high priority on the district budget. The staff had planned to knock out some walls and provide large open rooms for several classes to work together as a unit. (One teacher said wistfully, "We wasted a lot of time—even measured spaces, figured for walls, etc.") They had been excited about this possibility; the renovation would make the old section of the building more desirable as well as more facilitative for unitization. However, because of the difficulty in getting a budget passed, the superintendent had informed the principal that it was unlikely Monticello would be allotted money to remodel. When the staff began considering using the building as it stood, they began to brood about which unit would get stuck in the old part of the building.

The second problem was that Unit I was having difficulty teaming. We had seen their differences in philosophy, so we were not surprised at this development. They and some other unit members felt that their group of children (first grade and low second) might have difficulties because of not knowing one teacher well and having to adjust to changing environments. The unit members also had some differences in personalities that caused conflicts.

The third problem was that the lack of interest in the job of unit leader continued to plague Unit II. No one wanted to try to fill the current leader's role. However, Unit II next year would be essentially the same group as the present second-third team and they were working well together.

Monticello School had three favorable omens. First, as the principal stated, CASEA still owed them about twenty-three hours of consultation time—he felt he had an ace up his sleeve in this consulting time he could call for when needed. Second, Unit III members (fifth and sixth grades) were working happily together. Last year this group had included both troublemakers, but this year they had been replaced by two very conscientious, helpful, agreeable and competent teachers. The sixth grade teacher in the GD team, who was the capable present and probable future leader of Unit III, thought the situation this year pure bliss compared to last year's "death-giving" aura. Her unit also would be essentially the same next year. Third, the Monticello staff had a norm of open

conflict that was to receive frequent use during the next month. Although the altercations were painful, they were eventually helpful.

In mid-February, Schmuck and Dwight asked Smith to attend the total staff meeting. They wanted her to be a CASEA consultant for Unit I because they thought she would not be threatening and could help the group come to grips with the conflicts. The principal also felt that this meeting was likely to bring out a lot of conflict and it might be wise to have an extra consultant there—one to stay with each unit. Dwight reported of this meeting:

Memo To: CASEA, Monticello crew

From: Bob Dwight

Subject: Staff meeting at Monticello on February 16, 1971

The principal explained that the task for the meeting was for each of the three units to elect a unit leader to represent the group at the March 2nd leadership group meeting. The March 2nd meeting will be used to discuss concrete ways of implementing a unitized plan for next year. Allocation of space will be a major agenda item for that day. [Still no unit wanted the 1890 section of the building.] The principal stated that if a group was unable to reach a decision about a unit leader during this afternoon's meeting, the unit should come together next week and continue to work on the problem until a leader is identified.

One first grade teacher raised a question about the present three-unit plan. In view of the recently announced budgetary restrictions, she wondered if a new plan should be negotiated. She understood that the faculty vote of approval for unitization was contingent on the availability of remodeling funds. The principal answered that it was his understanding that the faculty voted to go ahead with differentiated staffing and the three-unit scheme regardless of budget developments. He reiterated his desire that each unit use the next two meetings to designate a leader.

Results of unit deliberations: Smith acted as process consultant to Unit I (first and part of second grade); Dwight was consultant to Unit III (high fourth, fifth and sixth). Unit I selected the male first grade teacher as temporary leader and Unit III chose the female sixth grade teacher who had been on the GD team. Unit II reached an impasse and was unable to appoint a leader. Every member of the group expressed an unwillingness to assume the responsibility. The main reasons given were (a) no extra money for the job, (b) the difficulty of finding time for administration while carrying full teaching load, and (c) the implicit downgrading of teacher's role when teaching is sacrificed for administration. Unit II personnel said their feelings were based on their leader's experience this year when he has tried to combine a unit leadership role with teaching and has found himself unable to do justice to either.

Unit II decided to send two recommendations to the principal:
 (1) they would like to send a representative to the March 2nd meeting who would be the spokesperson for the group for that one event;
 (2) they will urge that the entire unitized plan be renegotiated due to the current financial restraints.

This carefully worded memo concealed large amounts of discouragement and conflict. The discouragement was the staff's major disappointment over the district's denial of a budget for remodeling. The majority of the staff later said that they were ready to give up at this point. The conflict was over (1) who would take the old section of the building, (2) how was Unit I going to relate to Unit II, and (3) who was going to be Unit II's team leader. [At the end of this meeting, Schmuck walked into the Unit II meeting and told the group they were torpedoing movement toward the multiunit school. They were furious with him; they thought they were being realistic.] Both the principal and Schmuck were pushing hard for resolutions of these conflicts and had a leadership group meeting the next week to discuss these conflicts. They decided the units had to meet again and come to some agreements as to unit leaders and allocation of the building.

After the last staff meeting, Smith had been asked to come back ten days later when Unit I chose their permanent leader. She inadvertently walked into a hornet's nest.

Memo To: CASEA Monticello crew
 From: Mary Ann Smith
 Subject: Impromptu staff meeting at Monticello, February 23, 1971

I went to Monticello ostensibly to help Unit I choose a leader, but when I arrived there was a great deal of confusion in the faculty room about what was happening. The female first grade teacher who had been opposed to the multiunit school asked the principal if there was a staff meeting and he said that as far as he was concerned, there wasn't. The task was to choose unit leaders and that was up to them.

Unit I then began to meet but one member was missing. She soon came in and said, "We're meeting in the library." The opposing first grade teacher was upset at this statement and the others wanted to know *who* was meeting in the library. Finally, the unit went to the library with the first grade teacher mumbling sub rosa that we weren't supposed to be doing this.

In the library two teachers explained that there still seemed to be a lot of dissatisfaction about the unit structure. At this point the first grade opposer stood up and made an announcement about a PTA meeting which thoroughly confused everyone—as she meant it

to. Then she walked over and closed the window shades "so the principal won't see us" (implying that the staff was working in an unauthorized way). The sixth grade leader asked her what that was all about and said she thought that behavior was very unhelpful. There were nods of agreement at this comment. Then the first grade teacher said she thought the task was to choose a leader. Three teachers began discussing problems and what the units should look like, and a heated discussion at cross-purposes ensued. I tried to point out that the listening and paraphrasing was not very good at that point but no one was interested. I said no more because I had to leave for Gaynor School immediately and because no one was listening anyway.

Some of the frustrations between the first grade teacher and the second-third team emerged. When I left someone was saying that "this is the same argument we've had all year." My general reaction was that this meeting was very discouraging for me and for everyone else. The real problems, as I see them, are that the tensions between the opposing first grade teacher and the second-third unit have never been resolved, and that the current leader's pessimistic view of the role of the unit leader has undermined some of the confidence in the new structure.

When Smith left this meeting she believed that CASEA's project at Monticello School was probably finished.

OUTCOMES AT MONTICELLO

The principal did not easily give up, nor did his staff. Two days later, the CASEA staff received a note from Schmuck:

On February 24, the Monticello principal called me to say that the "log-jam" had been decreased as a consequence of the February 23 meeting. He said that several staff members came to tell him about their commitments to the multiunit school. Apparently, the tensions and negative reactions that Smith noted helped to release frustrations and rededicate most of the staff to the open school concept.

Later the staff disputed the conclusions in Smith's memo of February 23. They told her that this meeting had been very helpful—they finally had aired openly before the total staff the arguments they had had all year. They felt that the discussion was more organized than her memo implied; i.e., it was purposeful and was meant to clear the air. They had intentionally ignored some of the first grade teacher's comments and actions. The staff said their reactions at the last of the meeting (which Smith did not see) were that they felt better about the project and their differences, although the differences still existed. The Unit II leader thought his

view of the role of unit leader was not pessimistic; that he was facing fact and reality. The second and third team agreed with him, but the principal felt that the unit leader's views did undermine the staff's confidence in the structure.

Next, the principal sent out a firm memo:

Office of the Principal
Monticello Elementary School
February 25, 1971

Memo To: All Teachers

Re: Staff meeting; multiunit school

- I. There will be an all-building staff meeting on Tuesday, March 2, in the library to briefly discuss the multiunit school.
- II. The Monticello multiunit school *will be composed of three (3) units in 1971-72.*
 - A. *Proposal which is under consideration* is listed below. In order to assess placement of staff within that model, please indicate to the principal in writing where within the model you would choose to work, given the following guidelines:
 1. Teachers holding a given teaching position would have first priority over remaining in that current teaching position.
 2. Where a teaching position becomes vacant and two or more other teachers on the staff would like to change to that vacant position, first priority would be given to seniority within the building.
 3. It is recognized that restructuring of the units may require the identification and selection by the units of a "new" unit leader.
 4. The staff will have the opportunity at the March 2 meeting to discuss the proposal.
 5. The staff will be presented at the March 2 meeting with a minimum role definition of unit leaders which *will be in effect in 1971-72* (providing funds are available).

Please notify the principal in writing by 8:00 a.m. Tuesday, March 2, where you would like to work within the proposed model.

Again, the principal had offered freedom of choice for his staff within very clear guidelines.

Smith's next visit to Monticello was a completely different experience from the skirmish of the previous week. Evidently that meeting had served a purpose.

Memo To: CASEA's Monticello crew

From: Mary Ann Smith

Subject: Monticello staff meeting March 2, 1971

1. The principal began by arranging desks in a circle. He explained that after last week's impromptu meeting eight or so staff

members had come to him with dissatisfactions and questions about next year's structure. After these discussions, a leadership group consisting of the principal and three unit leaders met and discussed the problems; some new decisions were made, and the attached memo was sent to the staff.

2. The principal passed out a list of unit leaders' responsibilities which was a group-revised version of an earlier list, and the staff accepted the new list without discussion.
3. Next, the principal submitted the role description for a vice principal (actually a total-school curriculum coordinator) for consideration only.
4. The principal distributed a description of the responsibilities of the principal as defined by the board of education. This description will probably be redefined this summer.
5. Finally, the principal presented the lists of the new units. He polled every staff member, and the unit plan was adopted with the exception of the curriculum coordinator position (vice principal) which will be adopted if the budget passes.
6. A member of the leadership team passed out the leadership team's list of possible ways to make the decision on the building allocation; recommendations were ordered from "most desirable method" to "least desirable."
 - a. Committee composed of representatives from each unit, principal and vice principal. Staff agrees to abide by decision of this committee.
 - b. Total group decision by consensus.
 - c. Planning within units—plans submitted, evaluated, and differences resolved by compromising into final form.
 - d. Decision on allocation made by principal and next year's vice principal.
 - e. Decision made by principal.
 - f. Dart Board or (all night poker party . . . late addition).
 - g. Outside opinion . . . parents, students, experts??

Two possibilities were added to these during the staff meeting.

- h. The opposing first grade teacher proposed that the leadership group make a decision which it brings back to the total staff for consensus.
- i. Another staff member proposed that each new unit meet and discuss its needs and the rationale for its needs, next the leadership group meets and makes several proposals, then the total group reacts to the proposals and tries to reach consensus, and finally the leadership group makes the decision.

The principal surveyed the group on each person's first choice, and the four dissenters from (i) discussed their opinions. As these dissenting opinions focused on getting the decision made quickly, the staff decided by consensus to adopt (i) with a deadline of March 19, 1971.

This was an excellent meeting—there was very good participation, the principal conducted the meeting with high regard for both task and process, and the general feeling was of interest but not tension.

After the official meeting, the staff met in their units to discuss their needs. The principal was enthusiastic and, for the first time all year, felt that everyone was on board. Then we were called to the Unit II meeting. That group was still having problems choosing a permanent leader. The problems are that one teacher won't talk, that one is to be reading curriculum leader, that the former leader is to be curriculum coordinator, one is trying to get pregnant, and that leaves the last, who feels she doesn't have enough experience as a teacher (one and one-half years) to fulfill the role. We explored the last person's feelings, and all unit members and the principal agreed that they felt confident of her ability to represent them. She said that she didn't think she could do all the things the former leader had done, but the group members said that they didn't think she needed to—that she would only be representing them and they would help her. She then said she had to do some soul searching, but my feeling is that she will decide to do it. [She did.]

After all these adventures, Smith considered herself a member of the Monticello crew, and went with Schmuck and Dwight on the final official visit to Monticello. The staff appeared to be firmly on the route to a multiunit school. Dwight's last memo describes this meeting:

Memo To: CASEA's Monticello crew
 From: Bob Dwight
 Subject: Meeting of Leadership Group, Monticello Elementary
 School, May 26, 1971

Schmuck, Smith, and Dwight met with the leadership team and two teachers who were invited by their leaders to attend. It turns out that the three unit leaders on the leadership team are the three members of the GD team who were in high support of the multiunit plan right from the beginning.

The purpose of the meeting was to raise issues of leadership which would be appropriate for the new unit leaders as they anticipate next fall's program. Most of the time was consumed by discussion on the sentence completion form which was filled out by all the staff members present and which is attached to this memo, (How I Feel as Leader/Member of a Unit Group). One of the major themes of discussion was, "How can a leader most effectively deal with those unit members who ostensibly endorse program goals, but are inwardly recalcitrant and are reluctant to say so?" At the close of the meeting, we passed out sheets about meetings (see chapter 6 in Schmuck, Runkel, Saturen, Martell, and Derr 1972).

EPILOGUE: A DREAM COME TRUE

Six months later, when Smith returned to Monticello to pick up her dissertation (Smith 1972), she found the following note from the principal on her manuscript:

"I've just completed the final first reading. My general response is one of pride, deep satisfaction, and I've just finished reading a fairy tale—a real one.

My pride is both personal and of those with whom I work. I spent about one and a half hours this afternoon arbitrating an "in-fight" with Unit I where a unit-selected chairman had reached tearful frustration in trying to get cooperation from her unit members.

We made it through the meeting but I think I'm ready for more CASEA training. I sure missed the trainers and our positive staff members.

Still—it has been worth it—a dream come true.

Simply,
"Thanks,"
Rob

Chapter XII

Comparison of the Group Development Schools

In this chapter, we will further describe events that took place at Gaynor and Monticello from 1970 to 1972 and at Allen and Humbolt from 1970 to 1971. We will present quantitative data to show the degree to which each school changed its organizational structure and what the attendant social-psychological processes were as these changes did or did not occur. The research methods used were identical to those already described in chapter 6.

MULTIUNIT STRUCTURES AT GAYNOR AND MONTICELLO

Using the same taxonomy that was applied to Spartan and Palmer, the data in table 3 show the presence of many features of the multiunit school at Gaynor and Monticello. The latter two schools lacked instructional and clerical aides and teacher interns because their district office would not grant these. With a possible total score of sixty as the equivalent of 100% multiunit, Gaynor exhibited 82% and Monticello 78% of the total amount.

Interviews with staff members at both Gaynor and Monticello corroborated these findings. Furthermore, the subsequent findings

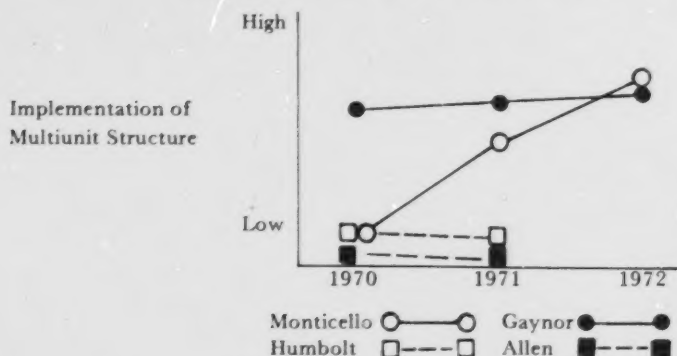
indicated that both schools attempted joint instruction and collaboration among teams during the 1970-71 school year, and that they were continuing these in 1972 and had gone even farther into allowing students to cross grade levels and units for classes. These events were accomplished and continued at both schools without special financial support from the district. The interviews showed that Gaynor had begun moving towards a team structure prior to the consultation, but that Monticello had not. During the 1970-71 school year, both schools began the year in the unitized structure with teams and functioning units. Little cross-team work or team teaching occurred until the spring of the first year. By the end of the project, the overall move toward interdependence between teachers and across units had increased. The move toward and away from multiunit structure in the two dropout schools, Allen and Humbolt, is added to the descriptions of Gaynor and Monticello in figure 31.

TABLE 3
Number of Leaders (among Total of Four)
in Each of Two Schools Affirming the Presence
of Indicated Features of Multiunit Structure in 1972

Structural Divisions	Monticello	Gaynor
Team of cross-grade teachers exist	4	4
Leadership team exists	4	4
Teams or units have assigned leaders	4	4
Students are assigned to units	3	2
Instructional Staff and Coordination		
Instructional and clerical aides exist	0	0
Teacher interns are assigned to each unit	0	0
Specialized teachers meet with units	0	3
Units meet regularly	4	4
Leadership team meets regularly	4	4
Team leaders have differential responsibility	4	4
Joint Instruction and Instructional Materials		
Curriculum associates teach in teams	4	4
Knowledge of others team teaching	4	4
Existence of cross-team curriculum committees	4	4
Units make binding curriculum decisions	4	4
Units select texts and curriculum guides and use audio-visual resources	4	4
	47	49

FIGURE 31

Typification of the Movement toward Multiunit Structure in Four Schools over a Two-Year Period



SOCIAL-PSYCHOLOGICAL CHARACTERISTICS

Considering the typification of movement described in figure 31, we decided to analyze other data over the one-year period in Allen and Humbolt and the two-year period in Gaynor and Monticello to see if they would shed light on what was going on at the four schools. We looked at the same social-psychological characteristics already described in detail in chapter 6: (1) goal clarity, (2) staff readiness for change, (3) satisfaction with job and relationships, (4) influence structure, and (5) norms for collaboration.

GOAL CLARITY

Following the findings of Pellegrin (1969b), we expected that "giving individual attention to students" would be a top-priority goal for the Gaynor and Monticello staffs, while "insuring the students learn basic skills" would be of higher priority for the Allen and Humbolt staffs during the course of the project. These expectations were borne out for the Monticello, Allen, and Humbolt staffs. For example, the Monticello staff gave first priority to "giving individual attention" all three years of the project. Thus, the Monticello staff was oriented toward the culture of the multiunit school even before the project began, and it maintained this orientation for the next two years. The Humbolt staff was in high

agreement about the goal of "insuring basic skills" in both 1970 and 1971, while the Allen staff ranked "diagnosing learning problems" and "insuring basic skills" as equally important for both years.

Results for the Gaynor staff were in striking contrast to our expectations. For all three data collections, the number one goal of the Gaynor faculty was "insuring basic skills." It should also be pointed out, however, that a close second in both 1971 and 1972 was the goal of "giving individual attention to students." And, at Monticello, "insuring basic skills" took over second place by 1972, replacing "diagnosing learning problems," which became third. Thus, for both multiunit GD schools, "insuring basic skills" and "giving individual attention" shared the highest two positions.

Along with these highly preferred staff goals, we expected that the completely trained schools—Gaynor and Monticello—would show increased agreement about their top-priority goals during the course of the project. And this did occur. Over the three data collections, Gaynor's staff responses indicated 57%, 60%, and 62% in agreement with the first goal, while the Monticello staff showed 41%, 62%, and 59% agreement with their first goal. Although the changes at Gaynor were not significantly different, the trend of the data was in the expected direction. The change at Monticello from 41% to 62% was statistically significant, while the change from 62% to 59% was not. Thus, the Monticello staff did reach higher goal agreement during the year of the GD consultation.

The two schools that dropped out of the project differed significantly from each other. The Humbolt faculty maintained very high agreement—70% and 72%—about the goal of "insuring basic skills" from 1970 to 1971. This is the educational goal that Pellegrin found frequently in self-contained elementary schools. Although, as we will see in the analyses of goal clarity, this high agreement at Humbolt was not known by the Humbolt staff members themselves. At Allen, staff agreement on the top-priority goal was only 39% in 1970 and 44% in 1971, not a significant change. These results and those that follow showed a lack of staff cohesiveness and communication at Allen.

Further social-psychological analysis of goal clarity was assessed in three questions on the availability of written goal statements. The questions were: (1) Does this school have goals for its work that most everyone agrees with? (2) Are they written down any place? and (3) Do you have a copy? Figures 32, 33, and 34 display graphic illustrations of the percentages of the staff members answering "yes" to the three questions at the different schools.

FIGURE 32

Percent of Respondents Answering Yes to:
 "Does This School Have Goals for Its Work
 That Most Everyone Agrees with?"

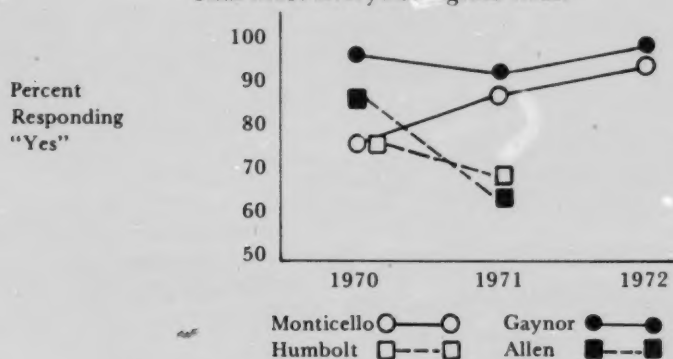


FIGURE 33

Percent of Respondents Answering Yes to:
 "If This School Has Goals,
 Are the Goals Written Down Any Place?"

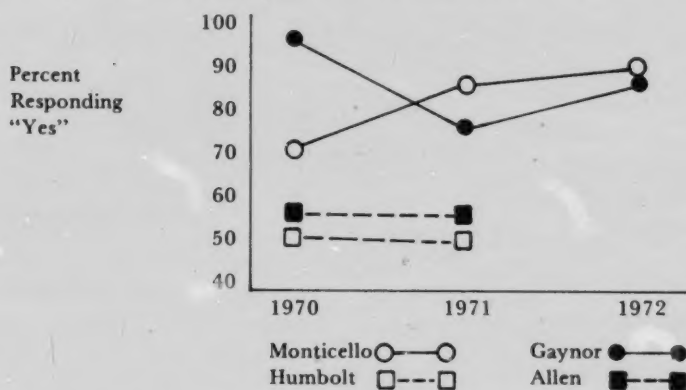
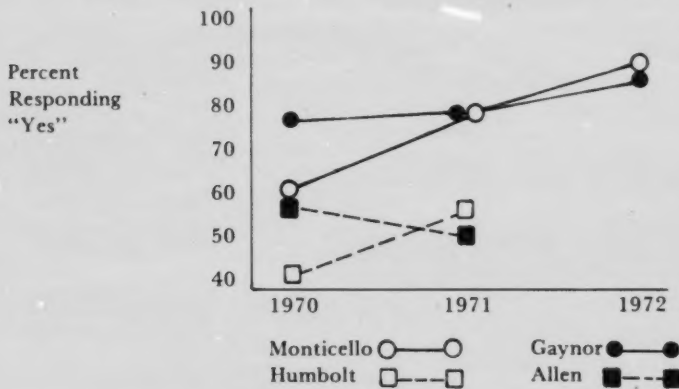


FIGURE 34
Percent of Respondents Answering Yes to:
"If the Goals Are Written Down, Do You Have a Copy?"



In general, the pattern of typification of movement presented in figure 31 is followed. Monticello respondents climbed upwards in their percent of "yes" answers to all three questions. The change at Gaynor was upwards in figures 32 and 34 and showed a slight drop in figure 33 ("are they written down any place?"). The Humbolt and Allen staffs showed an overall lowering of respondents who answered "yes" to "does this school have goals for its work that most everyone agrees with?" Both schools indicated a slight drop in "yes" responses to "are they written down someplace?" but Allen decreased and Humbolt increased when the respondents were asked "do you have a copy?"

Note the conspicuous movement in the Monticello responses upward toward increased goal clarity, especially in figure 34. Although the direction of causality remains ambiguous, increased goal clarity and focus is an important factor in the Monticello story. In contrast, at Allen and Humbolt the lack of clear goal statements and the lack of agreement about what were the goals may have been contributory factors in their withdrawal from the project. Perhaps change toward a more interdependent structure, that they could not yet understand, was related to their desires to end the project early.

Successful movement toward a new organizational pattern, as evidenced only at Gaynor and Monticello, implies that taking steps

toward new arrangements must be accompanied by constant public reexamination of the school's goals. The more the school staff has educational goals clearly in mind and communicates about them (even though the goals may be changing), the more likely the school may be to realize organizational change.

Some surprises occurred when we analyzed responses to the question "how satisfied are you with the progress you are making toward the goals you set for yourself in your present position?" The Humbolt responses, for example, changed from 81% in the "highly" or "fairly" satisfied categories in 1970 to 89% in 1971. Apparently, Humbolt staff members saw themselves making more progress toward their personal goals after the GD consultation was dropped. At Monticello, the decrease in satisfied responses from 86% to 71% from 1970 to 1971 could mean that during the GD consultation many staff members were finding it more difficult to reach their individual goals. This may be explained by the temporary increase in ambiguity encountered by the Monticello staff as it moved toward the multiunit structure—a trend we have seen in other successfully innovative schools. Note that the Monticello responses become much more favorable during the second year of the change process.

The Gaynor responses to this question remained at a fairly high level throughout the two years, signifying that staff members may have been meeting their own goals by moving steadily in the direction of multiunit structure. The willingness of the Gaynor staff members to enter the project and to further develop the steps they had taken before the consultation indicates that they may have already weathered much of the ambiguity encountered in change. As expected, Allen responses stayed low from 1970 to 1971.

The mean responses to the question of the frequency with which goals were formally discussed are displayed in figure 36. Assuming that during a period of change, staff members might need to review and constantly adapt their goals, we looked at the quantitative data on this item to test the typification of movement in figure 31. We see a strong surge at Monticello in the mean frequency of goal discussions, from less frequent than once a month, (mean 2.6) to more than once a week (mean 4.1). Again, this parallels the typification of movement. Similarly, the lack of change in the frequency of goal discussion during 1970-71 at Humbolt and Allen parallels the lack of change at those schools. These results and the relatively stable frequencies at Gaynor perhaps indicate that a staff's movement toward unitized structure is accompanied by frequent discussions of goals on formal occasions.

FIGURE 35

Percent of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Progress You Are Making
 toward the Goal You Set for Yourself in Your Present Position?"

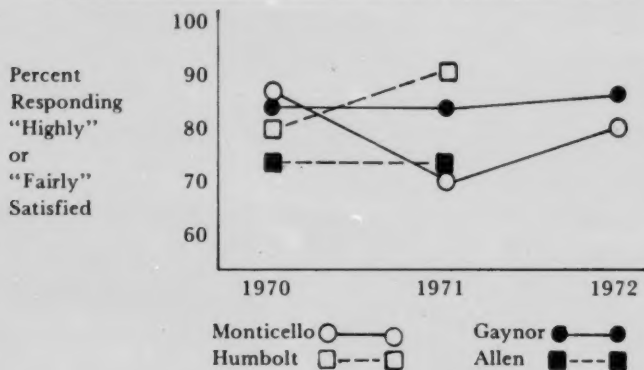
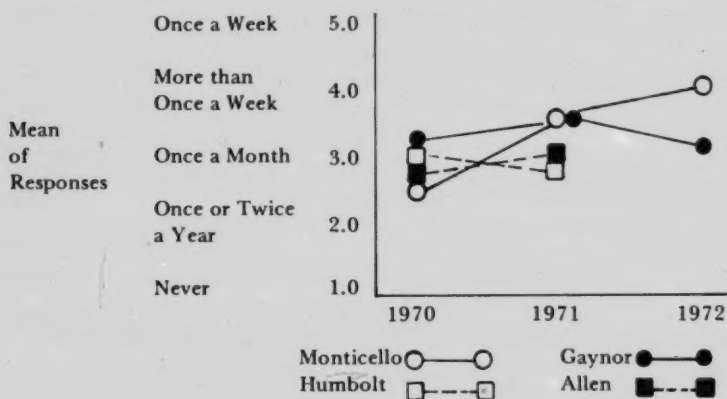


FIGURE 36

Mean Number of Respondents Giving Indicated Answers to:
 "How Often Do You Discuss Goals in Formal Occasions?"



Looking at the responses to the goal clarity questions in more detail, the percentage indicating "I don't know" is also very interesting. For example, when asked whether the school has "goals for its work that most everyone agrees with," the "I don't know" responses moved from 24% to 33% at Humbolt and from 15% to 17% at Allen from 1970 to 1971. In contrast, the percent of "I don't know" responses at Monticello and Gaynor never surpassed 14% in any year on that same item.

When asked "do you have a copy?" the respondents indicating "no" at Monticello moved from 39% in 1970 to 6% in 1972. On the same item, Gaynor's responses were 5% in 1970, and 9% in 1972, indicating that a large majority of the Gaynor respondents had a copy of the school goals. When the Humbolt respondents were asked "do you have a copy?" the shift in "no" responses from 1970 to 1971 was from 53% to 16%; at Allen the "no" responses increased from 20% to 44%. The schools that eventually implemented the multiunit structure were more definite about their responses, with a lower overall percentage of "I don't know" answers for all three years of the project.

STAFF READINESS FOR CHANGE

The reader will recall that in chapter 6 we discussed Saturen's study (1972) on the organizational patterns of readiness for change. Of the thirty schools Saturen studied, Spartan ranked second in readiness and Palmer ranked fourth. Further inspection of Saturen's results indicates that Allen ranked seventh while Humbolt ranked tenth—both were in the top third of Saturen's thirty schools. (Saturen did not have such data for Gaynor and Monticello.) Why did Allen and Humbolt fail to continue with the GD consultation? We went beyond Saturen's data to seek explanations.

Figure 37 displays changes in the opinions of staff members at the four schools as to whether others would seek out another person to discuss a disagreement. We used responses of "yes" and "maybe half would do this" to indicate the norm of willingness to seek face-to-face discussions. A dramatic change occurred at Humbolt, with a drop from 81% in 1970 to 22% in 1971. The readiness for OD consultation was at a peak in 1970, and dropped to almost a reverse of the norm prior to the consultation, suggesting either some unhappy experiences with openness, or a misunderstanding of openness. Monticello's responses are interesting in that the respondents there evidenced a decrease in face-to-face discussion in the year immediately following the consultation. Monticello responses then rise to a level of 72%, indicating high

FIGURE 37

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teacher X Strongly Disagrees with B at a Staff Meeting.
 In Teacher X's Place, Would Most Teachers in Your School
 Seek Out B to Discuss the Disagreement?"

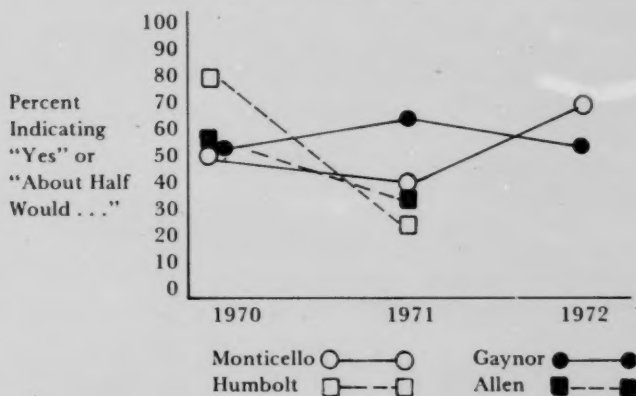
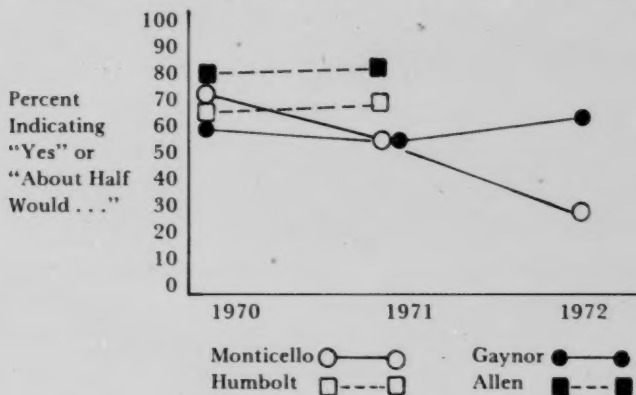


FIGURE 38

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teacher X Strongly Disagrees with Something B Says
 at a Staff Meeting. In Teacher X's Place, Would Most Teachers
 in Your School Keep It to Themselves and Say Nothing about It?"



expectations that others would discuss disagreements openly. Gaynor respondents follow the typification of movement, as do the Allen respondents.

Figure 38 shows whether staff members perceived colleagues as keeping disagreements to themselves. Remember that an approval of keeping disagreements to oneself would be contrary to a norm of openness and directness. Thus, the lower the percentage of respondents that indicate approval, the more direct the respondents perceive their colleagues to be about disagreements. The data indicate that the Monticello staff makes a precipitous shift in the favorable direction, while Gaynor staff members remain about the same for the two years. Both the Humbolt and the Allen staffs start out rather closed and stay there.

Data depicted in figures 39 and 40 help us to look in still more detail at the variable of organizational readiness and how it might relate to movement toward the multiunit structure. Figure 39 displays respondents' approval of a teacher who attempts to keep colleagues from openly discussing their feelings. Approval of immediately getting back to the topic is not the preferred outcome of OD consultation and would not be beneficial to building a norm of open expression. Thus, a favorable trend in this figure would be indicated by a movement toward the bottom of the display.

FIGURE 39

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teachers Begin to Describe Their Personal Feelings
 during a Meeting. Teacher X Quickly Suggests the Committee
 Get Back to Topic. How Would You Feel toward X?"

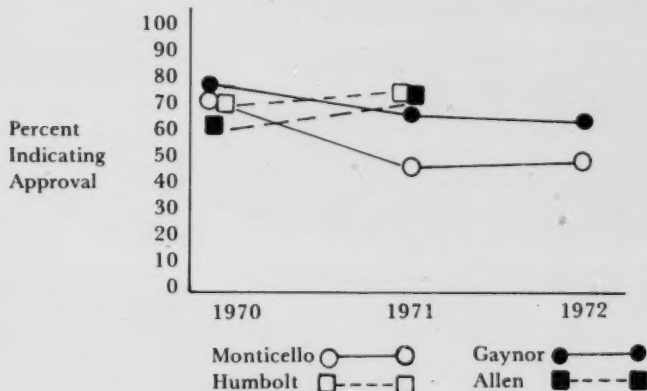
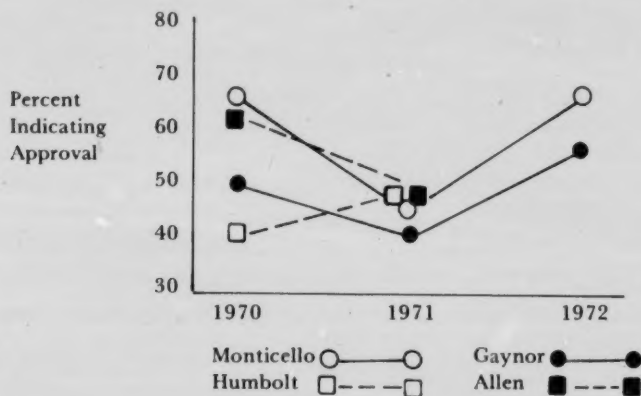


FIGURE 40

Percent of Respondents Giving Indicated Answers to:
 "Suppose Teachers Begin to Describe Their Personal Feelings
 during a Meeting. Teacher X Tells His Own Feelings.
 How Would You Feel toward X?"



Prior to the consultation, all of the schools were clumped together in a rather task-approving set of responses. At both Gaynor and Monticello, staff members became less approving of a sole focus on task from 1970 to 1972. In contrast, Humbolt and Allen became even more task oriented with 76% of both staffs' respondents indicating approval of getting back to task in 1971. Again, we could conclude that readiness for moving toward more open discussion seems to be linked with other factors, such as the kind of consultation each school received and the early establishment of structures to facilitate open expression and to provide a group norm supporting a person who does begin to describe personal feelings.

Figure 40 examines the norm of open communication of feelings and ideas. Respondents in three of the four schools indicated lessening approval of a person who begins to tell his own feelings. However, Monticello and Gaynor both return to a higher level of approval in the 1971-72 responses.

The Monticello staff showed no major differences from the other schools in its norms regarding staff members who would seek out a person to discuss disagreements, not keep disagreements to themselves, and would give up a strong task focus at meetings. In figure 40, the norm at Monticello displays high approval of a person

describing feelings during a meeting. This norm changes in 1970-71 in a direction which is not preferred as a result of OD consultation, yet returns to an even higher level of approval in 1972. The timing of when a shift occurred (figure 39) at Gaynor and Monticello seems important. The Monticello staff shifted during the first year in its approval of getting away from the task, and this same change took place in Gaynor during the second year. This seems to indicate that the year Monticello made the biggest strides toward new structure was also the year when a more person-oriented type of meeting appeared. Similarly, Gaynor moved toward a different, revitalized structure for its teams in 1971-72.

Results of the readiness variables suggest the following tentative ideas: (1) the willingness to keep disagreements in the open varies concomitantly with successful change in the direction of the multi-unit structure; (2) the stating of a high willingness to seek out others to discuss disagreements prior to consultation may not have much value in itself as a predictor of successful implementation (and may even suggest an untested norm or pluralistic ignorance, which OD consultation may dispel); and (3) the change at meetings toward a person-oriented focus and away from a task focus may occur at different times, as it did with the two schools that achieved unitized structure.

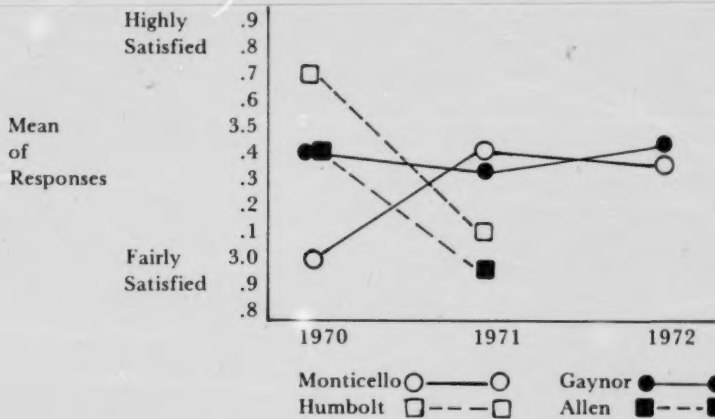
SATISFACTION WITH JOB AND RELATIONSHIPS

For these analyses we again used the same items reported in chapter 6. Figure 41 displays staff members' satisfaction with their personal relationships with colleagues. The data show decreases in satisfaction with colleagues at Allen and Humbolt, almost no change at Gaynor, and an immediate increase in satisfaction at Monticello, followed by a leveling off. Staff members at Allen and Humbolt viewed the change process as having disrupted collegial relationships; some Allen and Humbolt teachers blamed the GD consultants for precipitating interpersonal difficulties. The Gaynor faculty maintained a fairly high level of collegial satisfaction throughout; the GD consultation seemed to have little impact on this variable for Gaynor. The increasingly positive feelings at Monticello as shown in these data agree with our view that the Monticello staff made best use of the GD consultation in working out old staff tensions and in moving toward more satisfying relationships.

Part of the decreased satisfaction with colleagues at Allen and Humbolt may also be accounted for by the frustration of failing to implement the multiunit structure and complete the project.

FIGURE 41

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with Your Personal Relationships
 with Fellow Teachers?"

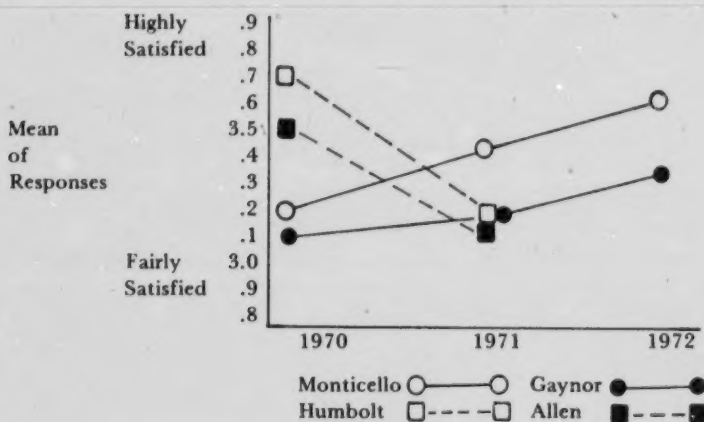


Earlier descriptions of the hardships that these two faculties went through during the early stages of the project provide vivid pictures of other factors that might have tended to decrease satisfaction. Sources of frustration at both Allen and Humbolt included the perception that the leadership of the school, through the GD team, was building an "in-group" that was not involving the rest of the staff in the change process. Moreover, the misperception was prominent at both schools that the staff was having something done to it by the leadership team in concert with the CASEA consultants. In contrast, the Monticello faculty perceived the leadership team and the CASEA consultants as facilitating the desired change process.

Figure 42 displays data on satisfaction with personal relationships with the administrators in the school. Note that the amount of satisfaction with administrators parallels the structural changes at Monticello and Gaynor, while the nonchanges at Allen and Humbolt are accompanied by significant decreases in satisfaction with the administrators. Both figures 41 and 42 follow the typification of movement, suggesting that a change toward more interdependent structure may cause a trade-off between decreased goal satisfaction (see figure 35) on the one hand and increased satisfaction with peers and administrators on the other.

FIGURE 42

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with Your Personal Relationships
 with Administrators in the School?"



The principals of all four schools played a key role during the 1970-71 school year. At Humbolt, the principal appeared to have a "big happy family" as a staff, yet he could not give the support the staff thought necessary when they were proceeding contrary to his values. At Allen, the principal seemed to be moving decision-making power into the hands of the leadership team, yet he would arbitrarily take back his power when the team wished to assert it. The Gaynor principal had already supported the new structure during the previous year (1969-70) and proved his support for it by paying unit leaders out of an unused vice-principal salary when his attempts to gain district financial support were futile. And at Monticello, the principal had the skills of being candid with the staff and of openly discussing with them where the power was and when he would and would not support them.

The common factor in all four cases is not the amount of influence the principal gave up, or the support he gained from the district. Instead the key factor was the principal's *clarity* in decision-making and how consistent his actual decisions were with what he said they would be. Especially at Monticello, the principal was very clear that all power was not going to the staff, but that in progressive steps the decision-making influence would slowly shift toward the leadership team.

Perhaps additional understanding of the level of satisfaction in evidence at all four schools can be gained by looking at the data in figure 43. Here the responses to satisfaction with "the ability and willingness of administrators to give you help when you need it" are displayed for the four GD schools. Again, the results parallel the trends described earlier, i.e., movement towards unitized structure, norms of variety of expression, and goal clarity. However, it is interesting that while satisfaction with personal relationships among teachers at Monticello remained the same during 1971-72, an additional payoff was their increase in satisfaction with administrator's ability and willingness to provide help.

The data on satisfaction with "positive results of their own efforts" in figure 44 show that little change occurred at Gaynor, Humbolt, and Allen. The movement at Monticello followed that school's trend of lowering satisfaction during the 1970-71 school year, with a large increase in satisfaction after the new structure was implemented in 1971-72. By then, Monticello staff members were reaping the benefits of their efforts and these benefits apparently were visible and personally rewarding.

Figure 45 displays data on staff members' satisfaction with the recognition of their own efforts by others. No increases at Humbolt and Allen, in contrast to significant favorable increases at Gaynor and Monticello are once again apparent in these data. In

FIGURE 43

Mean of Respondents Giving Indicated Answers to:
"How Satisfied Are You with the Ability and Willingness
of Administrators to Give You Help when You Need It?"

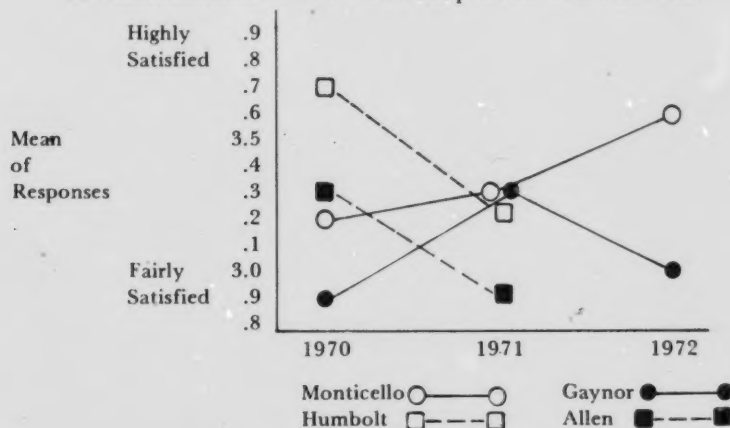


FIGURE 44

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Extent to Which You Are Able
 to See Positive Results from Your Own Efforts?"

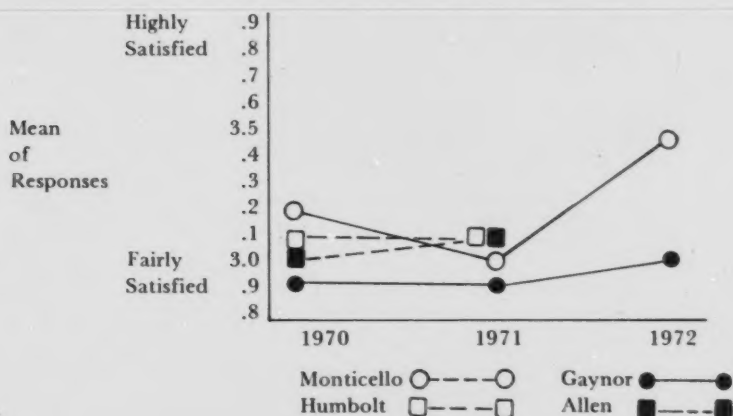


FIGURE 45

Mean of Respondents Giving Indicated Answers to:
 "How Satisfied Are You with the Extent to Which Your Efforts
 and Achievements Are Recognized by Others?"

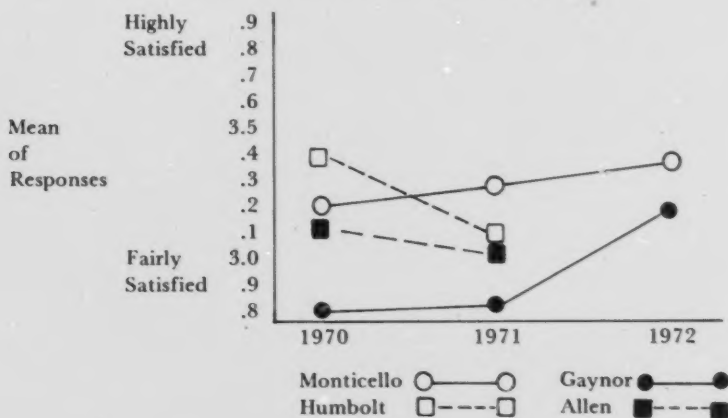
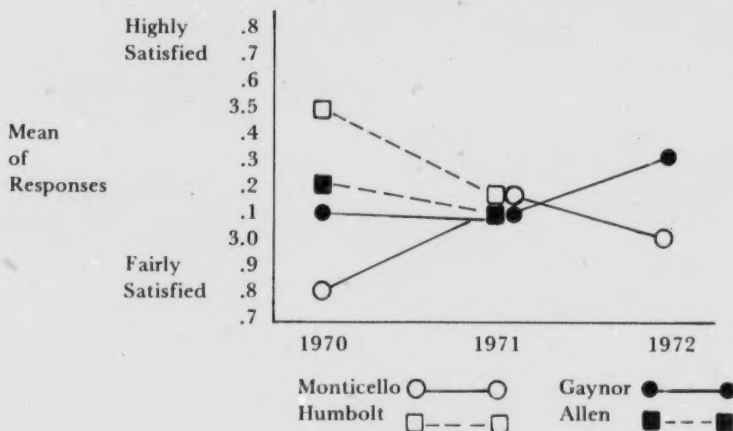


figure 44, Monticello respondents show a decrease in noting favorable results from one's own efforts during 1970-71; yet, in figure 45, the Monticello respondents indicate a slight increase in the extent to which efforts are recognized by others during the same year. Perhaps during the GD consultation at Monticello a norm was gradually developing for saying to one another, "You're doing a good job." The CASEA consultants' observations concur that a group norm of providing direct verbal approval of one another was one outcome of the consultation at Monticello. We believe now that one important function of the GD team is to provide support and recognition for staff members during the period of upheaval in the change process.

How did the evolving norm for approving a person-oriented emphasis and for gaining recognition in the new structure affect overall job satisfaction when considered in the light of career expectations? Figure 46 shows the results of an attempt to answer this question. The varied expectations of 1971 merged or regressed toward the mid point of the 1970 responses. A slight, though insignificant gain in satisfaction occurred at both Gaynor and Monticello over the two-year period. These changes did not support our notion that the new structure would create new dissatisfactions with present roles when considered in the light of career expectations.

FIGURE 46

Mean of Respondents Giving Indicated Answers to:
"How Satisfied Are You with Your Present Job when
You Consider It in Light of Your Career Expectations?"



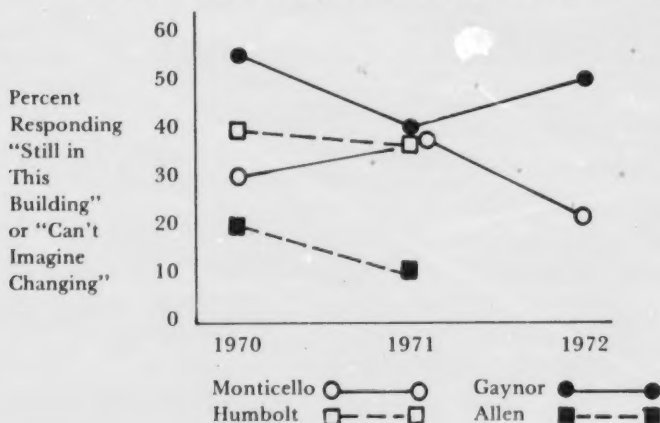
A common measure of morale is to ask the respondents about their willingness to change to a new job. Presumably, those persons selecting options outside of the building could be characterized as having more dissatisfaction with their present work environment than those choosing to remain at the building.

In figure 47, the Gaynor staff responses reflect high willingness to stay in that particular school, which probably reflects the history of the selection process at that school. Persons were asked to apply for a position at Gaynor when it opened as a new school several years before the project. Those persons who gravitated there developed a strong commitment to stay with the school. In 1970-71, the Monticello respondents did not change much in the percentage selecting to stay in the building or who couldn't imagine changing. However, willingness to stay at Monticello took a surprising dip downward between 1971 and 1972. We have difficulty explaining this result because it seems inconsistent with other indications of high morale at Monticello in 1972. Perhaps the dilapidated condition of the classrooms and building was what Monticello staff members wanted to leave behind them.

The low percentage of staff members willing to stay at Allen in 1970 was still lower after the GD consultation. Only one person selected the option of "still in this building" in the spring of 1971.

FIGURE 47

Percent of Respondents Giving Indicated Answers to:
"If You Were to Change to a New Job during
the Next Three Years, Where Would You Want to Be?"



The consultation at Allen surfaced a variety of norms about staff members wishing to remain autonomous from one another. After the consultation, low willingness to return to the school was actualized by the high staff turnover that occurred before 1972. The Humbolt respondents remained at the same level, perhaps because the consultation did not surface any issues other than whether the staff wished to move into the multiunit structure. When the decision not to pursue this objective was made, the interests of many of the autonomous staff members were satisfied, and the school maintained its self-contained structure.

INFLUENCE STRUCTURES

We believe that the influence structures of a faculty represent a central set of variables for understanding the dynamics of change, particularly as the change is associated with GD consultation and the implementation of a revised organizational structure. We chose to investigate four dimensions of influence: (1) influence of the principal on the total school, (2) influence of teachers on the total school, (3) influence of the principal over activities of teachers, and (4) influence of teachers over activities of the principal.

Figures 48 and 49 show data on staff members' perceptions of the principal's and of their own influence on how the school is

FIGURE 48

Mean of Respondents Giving Indicated Answers to:
"In General How Much Influence Do You Feel the Principal Has
on How the School Is Run?"

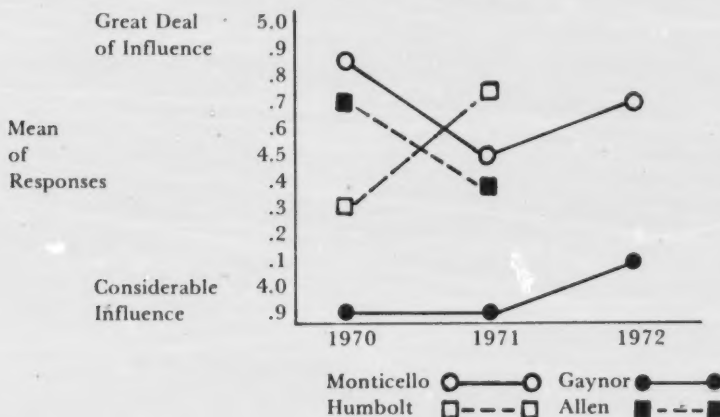
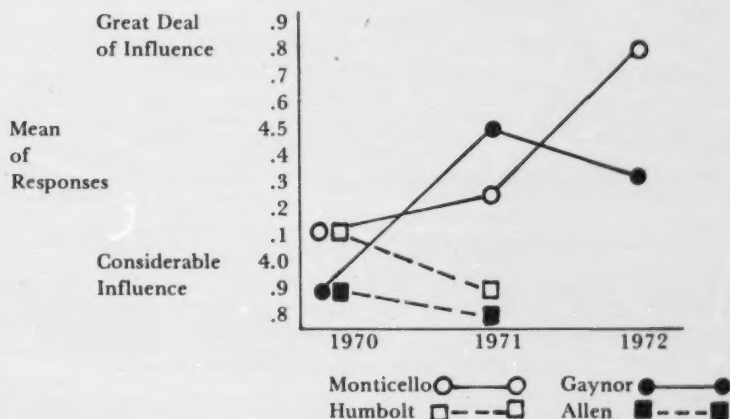


FIGURE 49

Mean of Respondents Giving Indicated Answers to:
 "In General How Much Influence Do You Feel Teachers
 as a Group Have on How the School Is Run?"



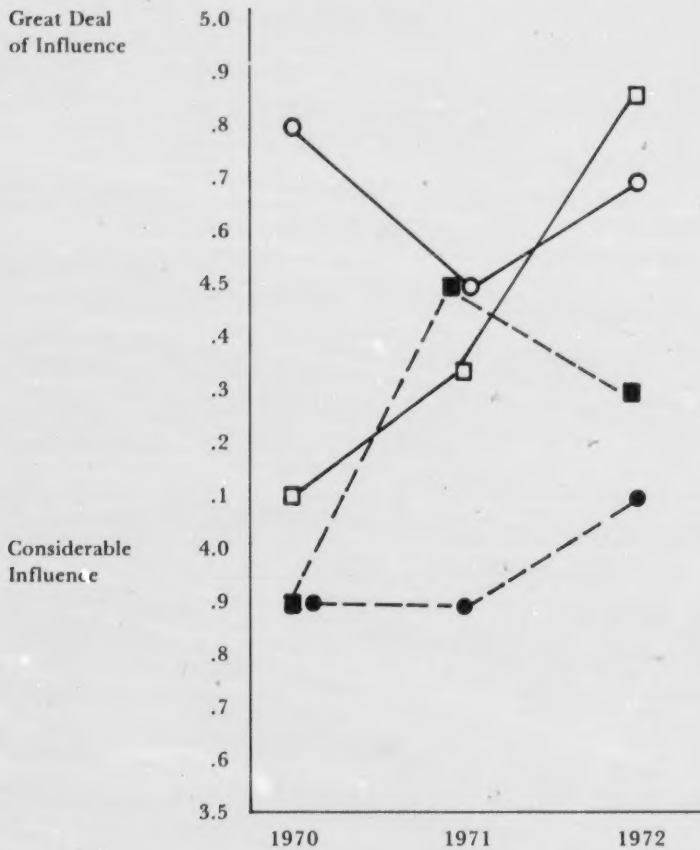
run. Significant changes in principal influence at Gaynor and Monticello did not occur over the two-year period. The Gaynor principal's influence remained rather low and the Monticello principal's influence dipped down during the first year but came back up to its original high point during the second year. A significant increase did occur at Humbolt, perhaps because of the principal's power in withdrawing the entire faculty from the project. At Allen, the perception of the principal's influence decreased, and, as was described earlier, the consultation demonstrated the influence that the staff found it could have over withdrawal from the project. Note, too, that the data in figure 49 indicate that both of the Humbolt and Allen staffs viewed the power of teachers as going down during the one year of the project. While Humbolt used a more authoritarian procedure to leave the project, the Allen staff drifted away from the project in a laissez-faire style.

Data in figure 49 show that perceptions of the influence of teachers increased appreciably at both Gaynor and Monticello. This supports the concept that power or influence need not be a "zero-sum" commodity. That is, in order for the principal to gain influence, the staff need not give it up.

The data in figure 50 show that influence on how the school is run need not be lost by the principal, nor by the staff. Rather,

FIGURE 50

Mean of Gaynor and Monticello Staff Responses to:
 "How Much Influence Do You Feel the Principal Has . . . ?" and
 "How Much Influence Do You Feel the Teachers Have . . . ?"



Gaynor staff's		1970	1971	1972
Perceptions of principal influence	●---●	3.9	3.9	4.1
Perceptions of teacher influence	■---■	3.9	4.5	4.3
Monticello staff's		1970	1971	1972
Perceptions of principal influence	○—○	4.8	4.5	4.7
Perceptions of teacher influence	□—□	4.1	4.3	4.8

the structure of the multiunit school calls for some adjustment in the amount of influence that is shared, and the OD consultation loosens an organization so that new procedures for sharing influence can be created. The manner in which the principal allows influence to occur and the manner in which he influences others can facilitate a climate of "win-win" perception of power or influence. This perception arose at both Gaynor and Monticello. A "win-lose" perception of power emerged at Humbolt, where the staff's reported decrease parallels the principal's perceived increase. A "lose-lose" perception of power or influence emerged at Allen, since both the principal and the staff decreased in perceived influence.

Figure 51 displays the results of a question asking the amount of influence the principal has with teachers over activities and decisions that affect classroom performance. Figure 52 shows responses to the question "How much influence do teachers have with the principal over his activities that affect the performance of the school?" Although only slight changes occurred at Humbolt and Allen during the year of the project, it is interesting that both dimensions of influence decreased. At both schools there was a perceived loss in influence by teachers over the principal's activities, and by his influence over their activities. This further supports the idea that the change in influence within these schools was actually a losing proposition for both parties.

In contrast, at Gaynor in 1970-71, there was a significant gain in the principal's influence with teachers, along with a sharp increase in perceived influence of the teachers with the principal (figure 52). Thus, there was an overall increase in influence; the "win-win" situation prevailed. Moreover, the Gaynor teachers in 1971-72 perceived themselves as having less influence while the principal's influence over their activities remained the same. In spite of this decrease in influence, the overall increase that the Gaynor principal was perceived as gaining was not at the expense of the perceived influence of the teachers.

The Monticello respondents indicated little change in perceived influence in 1970-71, but in 1971-72 there was a sharp increase in both the principal's and the teachers' influence; another clear example of the "win-win" situation. Figure 53 shows the combined scores of Monticello and Gaynor on the previous two tables to ease comparison of how the principal's and teachers' influence levels changed in relation to one another.

The Monticello responses follow a "win-win" model of influence in that both the principal and the staff showed an increase between 1970 and 1972. The shift in perceived influence at Gaynor follows

FIGURE 51

Mean of Respondents Giving Indicated Answers to:
 "How Much Influence Does the Principal Have with Teachers
 over Activities and Decisions That Affect Classroom Performance?"

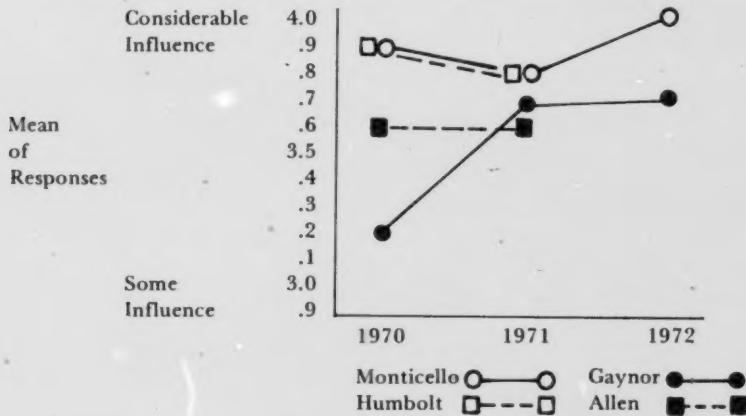


FIGURE 52

Mean of Respondents Giving Indicated Answers to:
 "How Much Influence Do Teachers Have with the Principal
 over His Activities That Affect the Performance of the School?"

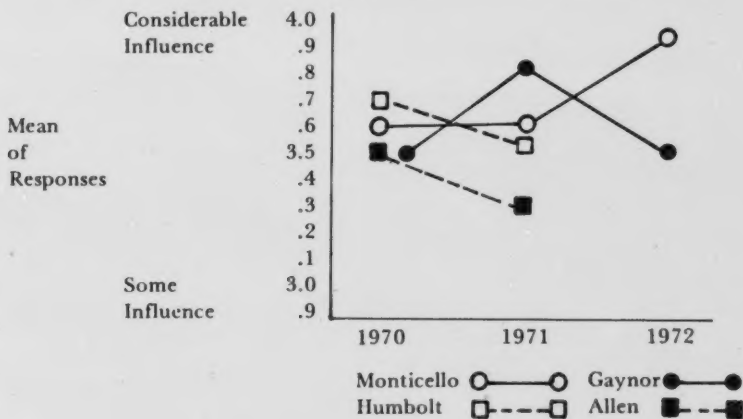
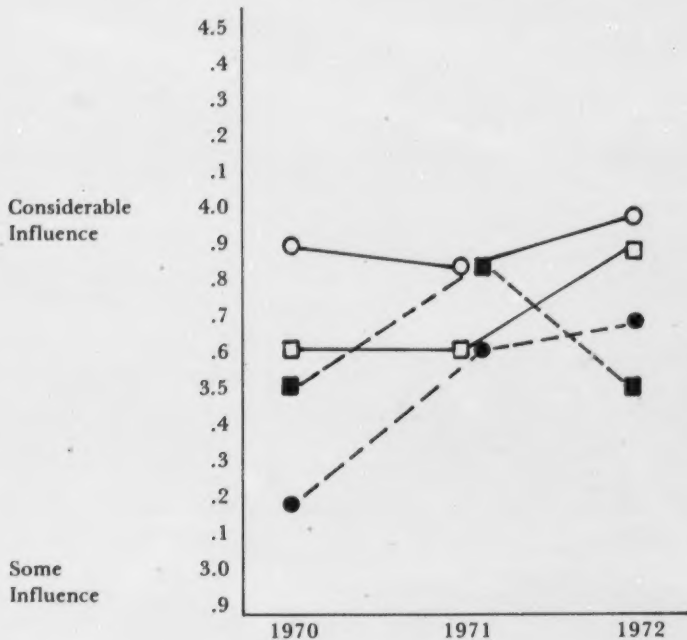


FIGURE 53

Mean of Gaynor and Monticello Responses to:
 "How Much Influence Does the Principal Have . . . ?" and
 "How Much Influence Do Teachers Have . . . ?"



<i>Gaynor staff's</i>	1970	1971	1972
Perception of principal influence over teacher classroom activities	3.2	3.6	3.7
Perception of teacher influence over principal activities	3.5	3.8	3.5

<i>Monticello staff's</i>	1970	1971	1972
Perception of principal influence over teacher classroom activities	3.9	3.8	4.0
Perception of teacher influence over principal activities	3.6	3.6	3.9

a strong "win-win" notion of influence for the first year, but in the second year the perception of teacher's influence over the principal's activities moved back to its 1970 mean (3.5). These "win-win" situations tend to dispel the idea that a principal's power or influence is usurped in the move toward more collaborative arrangements.

However, the typification of movement towards a unitized structure is barely visible in the influence questions. At Gaynor, it appears that the significant change in influence occurred during the first year, a period of reinforcing and elaborating on many of the structures that had begun. At Monticello little change occurred, despite significant shifts between 1970-71 in the structure and dynamics of the school. We expected some shifts at this time in the perceived influence of both the teachers and the principal, but in actuality these shifts were minor.

NORMS FOR COLLABORATION

When attempting to investigate the norms for working together, we used a question that asked respondents to indicate the way decisions affecting them were made. We thought that a response indicating that decisions were made in conjunction with one or more other persons would be an indicator of the level of collaboration. Collaboration is a necessary dimension of the multiunit school, and without evidence of collaboration there should be questions about whether a multiunit school exists in name only.

To obtain collaboration data, teachers were asked to indicate their participation (i.e., level of collaboration) in making two kinds of decisions: (1) choosing teaching methods, and (2) determining the scope and sequence of subject matter content. The respondents were asked to check one of the following statements to describe their own part in the decision-making process:

1. I choose my own without assistance or direction.
2. The final choice is left to me, but there are others whose job includes making recommendations or suggestions.
3. Within certain limits, I can choose my own.
4. As a member of a group or committee, I share the job of deciding.
5. I do not choose my own. They are laid down for me by others.

Displayed in figure 54 are the results of a question regarding the part the individual teacher plays in deciding teaching methods he or she uses. We used responses two and four as indices of some collaboration in the school. Choices one, three, and five were categorized as less collaborative alternatives.

FIGURE 54

Percent of Respondents Giving Indicated Answers to:
 "In Deciding the Choice of Teaching Methods,
 Which Statement Best Describes Your Part in the Decision?"

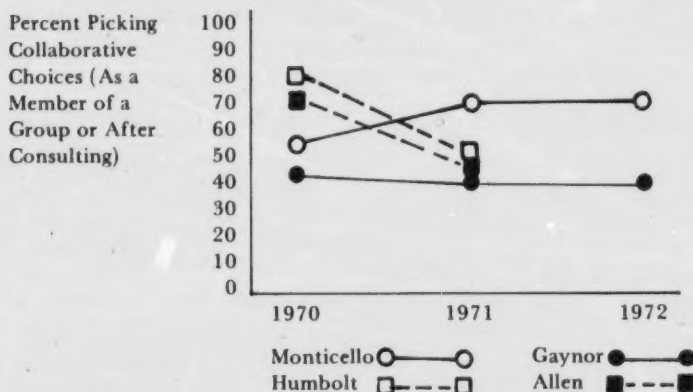
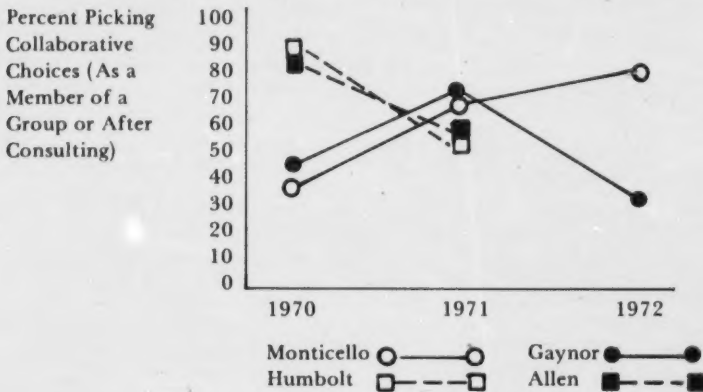


Figure 54 shows the percentage of respondents selecting either choice two or four. The significant drop in the Humbolt and Allen responses in 1971 indicates these schools moved toward even more autonomous means for selecting teaching methods. At Monticello, the level of collaboration seems to follow the typification of their move towards unitized structure. Sixty-three percent of the Monticello respondents answered, "The final choice is left to me but there are others whose job includes making recommendations or suggestions," a definitely collaborative stance. At Gaynor, the slight drop in collaborative responses, though not significant, is surprising. Only 35% of the staff selected the more collaborative choices in 1972, and 55% selected "I choose my own methods within certain limits."

Figure 55 shows the part the respondent plays in deciding the scope and sequence of subject matter content. Three schools, with the exception of Gaynor in 1971-72, follow the typification of movement. However, at Gaynor, there was a strong return to the autonomous decision, and 42% of the respondents selected "I can choose my own without assistance or direction." Apparently, the multiunit structure that had been established at Gaynor called for collaboration on matters other than deciding curriculum. One explanation might be that Gaynor was the only school which

FIGURE 55

Percent of Respondents Giving Indicated Answers to:
 "In Deciding the Scope and Sequence of Subject Matter Content,
 Which Statement Best Describes Your Part in the Decision?"



had a functioning cross-unit curriculum committee designed specifically for that purpose. At Monticello, the leadership team was performing that function. Also, it could be that the Gaynor teams decided as a group to leave those decisions to the individual; the questions we selected may not have located the points where collaborative decisions were being made.

In conclusion, the level of collaboration as measured by the two selected questionnaire items indicate a change in collaborative responses at Monticello from 39% in 1970 to 81% in 1972. This follows the typification of movement toward multiunit structure on this item. Similarly, the significant drop in collaboration at Humbolt and Allen goes along with what we expected. Gaynor responses in 1972 indicated a slide back to the way collaboration occurred prior to the consultation.

HYPOTHESES FOR FURTHER STUDY

We suggest the following hypotheses for further research:

1. A school faculty that holds goals similar to the educational goals of the new structure will be more successful in implementing it than a faculty that does not. The goals Monticello respondents indicated prior to any consultation were those found by Pellegrin (1969b) to be present in multiunit schools.

2. Consultation in group development can greatly facilitate a school staff's move toward multiunit structure, especially when it is already attempting more collaborative structure. The Gaynor staff had already tried teaming before the GD consultation and had formed several committees which used problem-solving.

3. Measures of the level of variety of expression and candidness among staff members are not sufficient predictors of the readiness for multiunit structure by themselves. One question (figure 37) asked about willingness to seek out persons after disagreements. Humbolt's high scores on this measure and high scores on the part teachers play in selecting subject matter and sequencing of curriculum (figures 54 and 55) would seem to indicate a readiness for collaboration. Yet, Humbolt staff members' high satisfaction with personal relationships (figures 41 and 42) may also indicate that their hopes were being met in their present structure. Perhaps school staffs with lower levels of satisfaction (figures 41 and 42) that also have a norm of sharing feelings (figure 40) are more likely to work through the pain and tension of an organizational change process.

4. Both GD school staffs that implemented the multiunit structure had formal goal statements easily available to them. Moreover, the public availability of goal statements increased in both schools as a consequence of the GD consultation.

5. A school staff that moves rapidly into a new organizational structure may experience a decrease in satisfaction with achievement of individual goals (figure 35) and an increase in satisfaction with personal relationships with teachers and administrators (figures 41 and 42).

6. A high level of influence by the principal on how the school is run is not an important factor in entering into either GD consultation or multiunit structure (figure 48).

7. With GD consultation and a staff decision to move towards multiunit structure, the influence of teachers on how the school is run increases, without significantly changing the influence the principal has on how the school is run.

8. A combination of GD consultation and movement toward multiunit structure for school staffs that have not clearly decided to do so can cause precipitous declines in: supportive relationships with fellow teachers and administrators (figure 41); the ability and willingness of administrators to give help (figure 43); teachers' recognition of their efforts (figure 45); and teachers' influence with the principal in regard to how the school is run (figures 49 and 52).

9. The influence of the principal will be affected when a decision is made to stop an innovative project. The effects will depend upon the perception of the staff about how the decision was made. If the staff sees the decision to stop the project as its own, then an increase in teacher satisfaction with the school will occur. If the staff perceives the decision as primarily the principal's, then a decrease in teacher satisfaction with the school will occur.

Chapter XIII

Comparison of OD, GD, and Control Schools

We now turn to more data elicited through formal questionnaires to gain an overview of the entire research design. In all, eight elementary schools participated in this project over the two-year period from 1970 to 1972. For purposes of comparison we have placed each school in one of four categories. The categories are: (1) OD schools, (2) complete GD schools, (3) partial GD schools, and (4) control schools.

Spartan and Palmer were the two OD schools. Data about them were presented in chapters 4, 5, and 6. Gaynor and Monticello were the two complete GD schools; they moved through all phases of the GD consultation during the 1970-71 academic year. Data about them were presented in chapters 8, 11, and 12. Allen and Humbolt were the two partial GD schools; Humbolt formally dropped out of the GD training on February 3, 1971, while Allen dropped out on January 6, 1971. Data about them were presented in chapters 9, 10, and 12.

The two control schools were South Court and Willow Tree. Both staffs voted to participate in the project and to receive one

of the types of consultation. It is important to note that both staffs did receive some OD consultation from an independent source during the 1971-72 school year. Therefore, all eight schools voted to receive and did receive some amount of either OD or GD consultation between 1970 and 1972.

THE CONTROL SCHOOLS

South Court and Willow Tree elementary schools are located in Eugene, Oregon. South Court is located on the city's outskirts, serving a predominantly lower-middle class population with a high rate of transience. It has approximately 450 students and 25 teachers, including a reading specialist, a counselor, a librarian, and two teacher aides. The principal is in his forties, having been a principal for about five years; at the outset of the project he had been at South Court for one year. He was a strong advocate of OD consultation and the multiunit school. In 1971, he attended an intensive workshop in OD in order to bring some new leadership skills into South Court. During the 1971-72 school year, South Court participated in an OD intervention and moved decidedly in the direction of a multiunit structure. Evidence of structural changes, team teaching, and instructional changes were obvious at South Court during 1972-73.

Willow Tree is a smaller school than South Court. Approximately two-thirds of Willow Tree students are members of lower-middle class families. The school serves 320 students with 14 teachers, a half-time librarian, and a seven-tenth's counselor. The principal, in his early 60's, had been at Willow Tree for seven years before the project started there. He also was interested in his staff receiving some sort of OD consultation, although he was not as clear about it as the South Court principal. Both South Court and Willow Tree staffs agreed to participate as controls with the understanding that each school would receive OD consultation in the future. Willow Tree received some consultation during the 1971-72 school year but it was not as extensive as the consultation received by South Court. Willow Tree did elect to receive extensive OD consultation during 1972-73. At the time of this writing, however, no new collaborative staff arrangements are in evidence at Willow Tree.

DATA COLLECTION AND ANALYSIS

The same questionnaire items were administered to the eight school staffs before and right after the OD and GD consultations in 1970 and 1971. All of the schools except for the two partial

GD schools, Humbolt and Allen, also completed the same questions again in 1972.

The social-psychological variables that we measured with the questions were: (1) perceptions and attitudes about total staff meetings; (2) perceptions and attitudes about subgroup meetings of grade-level clusters or teaching units; (3) attitudes toward co-workers and supervisors; and (4) satisfaction with one's job. We were concerned about school meetings—both staff and small group meetings—because they represent important formal arenas in which interpersonal communication, problem-solving, and decision-making can occur. Meetings were of particular importance, especially since the formation and successful functioning of grade-level teaching teams were considered as the basic changes in moving toward multiunit structure. Our concern with changes in attitudes and feelings about coworkers and supervisors and with changes in job satisfaction stems from our hypothesis that more effective communication and greater participation in problem-solving and decision-making lead to greater recognition of interpersonal interdependence and increased satisfaction with one's working situation.

We used chi square statistical tests to estimate changes over the years and to compare the behavior of the four categories of schools. We specifically tested for significant change over the school year 1970-71 and again for the school year 1971-72 to enable us to identify changes over one year segments. We decided to implement our analyses in this fashion because of the typification of movement toward the multiunit school that was manifested in the data from Spartan and Palmer.

In tabulating the chi squares, we collapsed the original number of response categories in the questionnaire items to assure that no theoretical (expected) category would contain less than five responses. Next, we transformed the actual numbers of responses in each category into a percentage value and used these percentages to compute the chi squares. Since the number of respondents varied slightly from year to year, an appropriate correction was applied to the percentages within the chi squares.

Once the corrected chi square value was obtained, the direction of the change—if there was any—was established by examining the shifts in each part of the chi-square table. In most instances the direction of significance was obvious; however, some changes occurred in both directions. Such bifurcations were judged to be "ambiguous" if neither direction of change had more than twice as many responses as the other direction. These cases are noted in the tables as $\mp$. If more than twice as many responses went in

either direction under conditions of a significant bifurcation, the change was characterized as being in the more frequent direction. For example, if ten responses moved to a more favorable position and four moved to a more unfavorable position, the change was categorized as favorable.

ATTITUDES TOWARD FACULTY MEETINGS

In our previous research (Schmuck and Runkel 1970) we found that perceptions and attitudes of staff members toward faculty meetings were sensitive to OD methods. Out of thirty-seven items in that study, an OD school (Highland Park Junior High School) showed significant positive change in twenty-one, control school A in three, control school C in two, and control school D in six. The results also showed that the changes at the OD school were almost entirely in the positive direction; among twenty-three significant changes, only two were negative. At the control schools, in contrast, the changes were both positive and negative. After careful scrutiny of these and other data we decided to use twenty-four of the original thirty-seven items in this project.

Table 4 compares changes in perceptions and attitudes about faculty meetings in each of the four categories of schools during the first year of the project. In the OD schools, favorable changes with a $p < .001$ occurred in items (4) people bring up extraneous or irrelevant matters (decreased), and (6) decisions are often left vague as to what they are, and who will carry them out (decreased). Favorable changes with a $p < .005$ occurred in items (12) there is a good deal of jumping from topic to topic—it's often unclear where the group is on the agenda (decreased), and (20) solutions and decisions are in accord with the leader's point of view, but not necessarily with the members' (decreased). In contrast, negative changes with $p < .001$ and $p < .005$ occurred in items (3) someone summarizes progress from time to time (decreased); and (21) there are splits or deadlocks between factions or subgroups respectively (increased). In all there were eleven significant changes for the OD schools, but no overall improvement in faculty meetings occurred in these schools during the first year of the project.

In definite contrast, the two schools that completed the GD consultation—Monticello and Gaynor—had a total of twenty-two significant changes out of twenty-four items and sixteen of these were in the favorable direction. Among those with a $p < .001$ were items (9) people do not take time to really study or define the problem they are working on (decreased); (14) people don't seem to care about the meeting or want to get involved in it (decreased);

TABLE 4

Direction and Significance of Changes in Staff Members'
Responses to Questions about Total Staff Meetings
between Spring 1970 and Spring 1971

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1	2	< .01	—	NS			2	< .001	—	NS		
2	3	< .05	+	3	< .10	+	3	< .001	—	2	< .001	+
3	2	< .001	—	2	< .005	+	2	< .001	—	2	< .025	+
4	2	< .001	+	2	< .005	+	2	< .001	—	2	< .001	+
5		NS		3	< .05	+	3	< .05	+	NS		
6	3	< .001	+	2	< .005	+	NS			NS		
7		NS		2	< .001	+	NS			2	< .01	+
8		NS		2	< .001	—	3	< .001	—	3	< .05	+
9		NS		1	< .001	+	2	< .001	—	3	< .001	+
10		NS		2	< .001	+	2	< .001	—	NS		
11		NS		3	< .001	+	2	< .001	—	2	< .005	+
12	2	< .005	+	2	< .10	+	2	< .001	—	2	< .01	+
13		NS		2	< .025	+	2	< .001	+	2	< .01	+
14		NS		1	< .001	+	3	< .001	—	2	< .025	+
15	2	< .05	—	NS			2	< .001	—	NS		
16		NS		1	< .001	+	3	< .001	—	2	< .001	+
17	2	< .025	—	2	< .025	+	2	< .001	—	2	< .05	—
18		NS		1	< .001	+	2	< .001	—	2	< .001	+
19		NS		2	< .001	+	2	< .001	—	1	< .025	+
20	2	< .005	+	1	< .001	+	3	< .001	—	NS		
21	2	< .005	—	2	< .001	+	2	< .001	—	2	< .10	+
22	2	< .005	+	2	< .001	+	3	< .01	—	2	< .001	+
23		NS		1	< .001	+	NS			NS		
24		NS		1	< .001	+	2	< .01	—	NS		
Totals			4+			16+			0+			13+
			5—			1—			19—			1—
			2+			5+			2+			2+

and (18) people feel very committed to carrying out solutions arrived at by the group (increased). A negative change with a $p < .001$ occurred in item (8) people are afraid to be openly critical or to make good objections (increased).

Our interpretations of these large differences between the OD and complete GD schools are several. First, the Monticello and Gaynor GD teams greatly facilitated the effectiveness of total staff meetings at their schools during the 1970-71 school year. These improvements in staff meetings were instrumental to the Monticello and Gaynor staffs moving into the multiunit structure. Second, the Spartan and Palmer faculties spent very little time in total staff meetings during the first year of the project; instead, these OD faculties spent a great deal of time in unit meetings. Opportunity for change in total staff meetings was hardly present. Third, we know from other data (reported in chapter 6) that while the Palmer faculty had an upswing in climate during the first year, Spartan definitely did not. Therefore, we might expect that when the data of these two OD schools are combined we would get mixed results with no large positive or negative movement.

The results for the two partial GD schools—Humbolt and Allen—show that twenty-one items changed during the first year of the project, of which nineteen were negative and two ambiguous. These data are exactly as we expected. After all, the Humbolt and Allen GD teams were ineffective in bringing the multiunit idea to their colleagues, and the difficulties they had typically came out in total staff meetings. Indeed, there was no single item on which the Humbolt and Allen faculties improved during the 1970-71 year.

The control schools showed many more significant changes than we expected. In all, there were sixteen significant changes, thirteen of which were favorable. One plausible reason for such improvement at South Court and Willow Tree was the concerted effort each staff made to become part of the project. Both schools joined this project because of their motivation for OD consultation and their acceptance of the multiunit idea. One of the principals was seeking additional training in OD techniques. Perhaps more importantly, many meetings were held at both schools during the 1970-71 school year to get ready for involvement in the project.

Table 5 shows changes in the same items as table 4, but for the 1971-72 school year. No data are shown for the partial GD schools, because they dropped out of the project the previous year. Analysis indicates that mostly favorable changes occurred in the other three categories of schools. The two OD schools

TABLE 5

Direction and Significance of Changes in Staff Members'
Responses to Questions about Total Staff Meetings
between Spring 1971 and Spring 1972

Items	<i>OD</i>			<i>Complete GD</i>			<i>Partial GD</i>			<i>Control</i>		
	df	P	d	df	P	d	df	P	d	df	P	d
1	2	< .05	+	2	< .001	+	no data			NS		
2	3	< .001	+	3	< .005	+	"			2	< .001	+
3	2	< .01	+	2	< .001	+	"			2	< .001	+
4	2	< .01	+	NS			"			NS		
5	NS			NS						2	< .001	+
6	3	< .025	+	2	< .001	+	"			2	< .001	+
7	NS			2	< .001	+	"			NS		
8	NS			2	< .001	+				3	< .025	-
9	NS			NS			"			3	< .025	+
10	2	< .001	+	NS			"			2	< .025	+
11	3	< .001	+	3	< .05	+	"			NS		
12	NS			NS			"			2	< .001	+
13	2	< .001	+	2	< .001	+	"			2	< .005	+
14	NS			NS			"			2	< .025	+
15	NS			1	< .01	+	"			2	< .001	+
16	2	< .005	+	NS			"			2	< .025	+
17	2	< .001	+	2	< .001	+	"			2	< .001	+
18	2	< .001	+	1	< .001	+	"			2	< .001	+
19	NS			2	< .005	+	"			1	< .05	+
20	NS			NS						2	< .025	+
21	2	< .001	+	2	< .001	+	"			NS		
22	2	< .005	+	NS			"			2	< .005	+
23	2	< .025	+	1	< .001	+	"			2	< .01	+
24	NS			NS			"			NS		
Totals	13+			14+						13+		
	0-			0-						1-		
	1+			0+						4+		

especially show a reversal in trend. Fourteen items showed significant change, and all but one were in the favorable direction. Four of the five negative changes during 1970-71 reversed toward the favorable direction. These results corroborate the typification of movement toward multiunit structure demonstrated by Spartan school (chapter 6). Since Spartan was nearly twice as large as Palmer, we might expect data from it to mask the Palmer results. Separate analyses of these items for 1971-72 indicated that most of these favorable changes occurred at Spartan, while only a few occurred at Palmer. These data, then, reflect the confusion, frustration, and anxiety experienced at Spartan during the initial attempts at change, followed by stabilization and improvement once the first-year problems were solved.

Monticello and Gaynor, the complete GD schools, continued to improve their total staff meetings during the second year. Fourteen significant changes were assessed, and all of them were in the favorable direction. This was surprising, because we expected some reduction of effectiveness at these two schools after the CASEA consultants left. Apparently the leadership teams that were established at these two schools by the end of the 1971 school year took over where the GD teams left off in facilitating effective total staff meetings. It is important to note that several items that had moved in the negative direction the first year reversed during the second year. In fact, by the end of the two-year project, faculty meetings at both Monticello and Gaynor had undergone favorable changes in all twenty-four of the items on our meetings questionnaire.

Once again South Court and Willow Tree unexpectedly continued to improve their total faculty meetings during the second year of the project. It is obvious that these two schools did not behave as comparison base-line schools. We expected that the control schools would show some changes, but that they would be mixed and mostly ambiguous. These control schools showed quite a different pattern. Out of eighteen significant changes during 1971-72, thirteen were in the favorable direction, one was negative, and four were ambiguous. We must conclude—especially after showing in previous studies that this meetings questionnaire is highly reliable—that these continued improvements at South Court and Willow Tree reflect the ameliorative effects of consultations that took place at the two schools during the 1971-72 academic year. South Court received OD consultation from organizational specialists within the Eugene district, while Willow Tree received a variation of GD consultation from the Eugene specialists.

In summary, the data showed several things. First, the initial year of change in the OD schools was accompanied by mixed favorable and unfavorable changes in faculty meetings. This is most likely because the Spartan and Palmer faculties seldom met as total bodies, and when they did their meetings were confusing and frustrating. This was true especially at Spartan. The second year showed quite a different pattern, with many favorable changes occurring—especially at Spartan. These changes in total faculty meetings mirrored the typification of movement toward the multi-unit school demonstrated in chapter 6. Second, total staff meetings at the two complete GD schools—Monticello and Gaynor—improved greatly during the first year and continued to improve even more during the second year. Indeed, if improvement of faculty meetings is a primary target, GD consultation appears to be a fruitful strategy. Of course, in light of what took place at the two partial GD schools, it is obvious that other variables come into play besides the GD consultation. Third, staff meetings at the two partial GD schools—Humbolt and Allen—were dismal failures during the year these two schools were in the project. And fourth, staff meetings at the two control schools improved both years of the project. This unexpected finding apparently is due to the two staffs preparing for and then receiving OD or GD training.

ATTITUDES TOWARD SUBGROUP MEETINGS

The same items used to measure perceptions and attitudes of total staff meetings were employed to evaluate changes in perceptions and attitudes of subgroup meetings within the eight schools. Subgroup meetings were such events as committee sessions, grade-level meetings, or unit (teaching team) sessions. In the control schools, we were mainly interested in perceptions and attitudes toward grade-level meetings.

Table 6 presents data which reflect changes in the four types of schools during the first year of the project. Seventeen changes occurred at the OD schools: twelve were in the favorable direction, two were negative, and three were ambiguous. Significant favorable changes with a $p < .001$ occurred on six items. Among them were: (4) people bring up extraneous and irrelevant matters (decreased); (6) decisions are often left vague—as to what they are and who should carry them out (decreased); and (13) there is a good deal of jumping from topic to topic—it's often unclear where the group is on the agenda (decreased). One negative change with a $p < .001$ occurred, (22) the discussion goes on and on, without any decision being reached (increased). These data generally were as we

TABLE 6
Direction and Significance of Changes in Staff Members'
Responses to Questions about Subgroup Meetings
between Spring 1970 and Spring 1971

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1	2	< .025	+		NS		2	< .05	-		NS	
2	3	< .025	+	3	< .001	+	2	< .005	-		NS	
3		NS			NS		2	< .005	-	2	< .10	+
4	3	< .001	+	2	< .001	+	2	< .025	-		NS	
5	2	< .50	+	2	< .02	+		NS			NS	
6	2	< .001	+	2	< .001	+		NS			NS	
7	2	< .05	+	2	< .001	+	2	< .10	-	1	< .025	+
8		NS		2	< .10	-	3	< .001	-		NS	
9	2	< .01	+	2	< .10	+	2	< .001	-		NS	
10	3	< .05	+	2	< .001	+	3	< .001	-		NS	
11		NS			NS		2	< .001	-	2	< .05	+
12	2	< .001	+		NS			NS		2	< .10	-
13	2	< .001	+	2	< .001	+	2	< .01	+		NS	
14	3	< .10	-	2	< .001	+	2	< .001	-		NS	
15	2	< .001	+		NS		2	< .001	-	2	< .10	-
16		NS			NS		1	< .01	-	1	< .01	+
17	2	< .10	+	2	< .05	+	2	< .001	-	1	< .005	-
18		NS		2	< .10	-	3	< .005	-		NS	
19	2	< .05	+	3	< .025	-	1	< .01	+		NS	
20	2	< .005	+	2	< .01	-	2	< .001	+		NS	
21		NS		2	< .001	+	2	< .001	-		NS	
22	3	< .001	-	2	< .005	+	2	< .001	-		NS	
23	2	< .001	+	2	< .025	+		NS			NS	
24		NS		1	< .025	+	2	< .005	+		NS	
Totals		12+			14+			3+			3+	
		2-			4-			16-			3-	
		3+			0+			1+			1+	

expected. The OD schools spent a great deal of fruitful time and effort during the 1970-71 school year in subgroup meetings.

The complete GD schools show a similar improvement in subgroup meetings. Overall, there were eighteen significant changes, fourteen of which were favorable. Of the favorable changes, eight had a $p < .001$. Among these were: (2) there is a tendency to propose answers without having thought the problem and its causes through carefully (decreased); (10) the same few people do most of the talking during the meeting (decreased); and (21) solutions and decisions are in accord with the leader's point of view, but not necessarily with the members' (decreased). These results suggest that the complete GD schools underwent an overall favorable change in perceptions and attitudes of subgroup meetings during the first year of the project. The magnitude of the changes was quite similar to that experienced in the OD schools during the same year.

The two partial GD schools showed considerable negative change in perceptions and attitudes of subgroup meetings. Of twenty significant changes at a $p < .10$ or below, sixteen were in a negative direction. Negative changes with a $p < .001$ occurred on nine items; among them were: (8) people are afraid to be openly critical or make good objections (increased); (9) people do not take the time to really study or define the problem they are working on (increased); and (10) the same few people do most of the talking during the meeting (increased). The predominance of changes in the negative direction at Humbolt and Allen are consistent with the infighting and frustrations that occurred at those schools during the 1970-71 school year.

The two control schools showed mixed results in their grade-level meetings. In all, there were only seven significant changes; three were favorable, three were unfavorable, and one was ambiguous. Obviously, these changes were considerably less dramatic than changes in the same schools with regard to total faculty meetings. We believe that these results corroborate our impression that both faculties spent much more time in total staff meetings than they did developing cohesive teaching teams.

Table 7 presents data from the same items during the second year of the project. Favorable changes continued to occur at the two OD schools. In all, twenty-two significant changes occurred and twenty of them were in the favorable direction. In comparison with changes during the first year, there were eight more favorable changes during the second year. This upswing substantiates the trend of greater involvement in teaching teams (especially at

TABLE 7
Direction and Significance of Changes in Staff Members'
Responses to Questions about Subgroup Meetings
between Spring 1971 and Spring 1972

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1	2	< .001	+	2	< .05	+	no data			2	< .005	+
2	3	< .001	+	3	< .01	+	"			2	< .001	+
3	2	< .025	+	NS			"			2	< .001	+
4	3	< .005	+	2	< .025	+	"			2	< .025	+
5	2	< .005	+	2	< .001	-	"			2	< .005	+
6	2	< .001	+	2	< .10	+	"			2	< .025	+
7	2	< .001	+	NS			"			NS		
8	2	< .001	+	no data			"			NS		
9	2	< .01	+	2	< .001	+	"			3	< .01	+
10	3	< .001	+	2	< .025	+	"			NS		
11	2	< .01	+	2	< .001	+	"			NS		
12	2	< .05	+	2	< .005	+	"			2	< .05	+
13	NS			2	< .10	-	"			2	< .001	+
14	3	< .001	+	2	< .01	+	"			NS		
15	2	< .025	+	2	< .10	+	"			NS		
16	NS			NS			"			NS		
17	2	< .001	+	NS			"			NS		
18	3	< .001	+	2	< .005	+	"			NS		
19	2	< .05	-	3	< .001	-	"			2	< .001	-
20	2	< .01	-	2	< .01	-	"			NS		
21	3	< .001	+	NS			"			NS		
22	3	< .001	+	NS			"			NS		
23	2	< .025	+	NS			"			2	< .01	+
24	1	< .001	+	1	< .005	+	"			NS		
Totals			20+			10+						7+
			2-			4-						1-
			0+			2+						3+

Spartan) once the initial impact of the first year stabilized. By the end of the second year, the OD schools showed favorable changes in perceptions and attitudes of unit meetings in twenty-three of the twenty-four items. In contrast to changes in reactions to total staff meetings, the OD schools showed much greater favorable change in reaction to unit meetings. We believe that these staffs gave much greater weight to their team meetings than their total faculty meetings over the two-year period. Indeed, total faculty meetings occurred with decreasing frequency during the two years, with the leadership team taking over more and more of the coordinative and integrative organizational functions.

At Monticello and Gaynor changes in the favorable direction continued into the second year. In all, sixteen significant changes occurred at $p < .10$ or below, of which ten were favorable, four were negative, and two were ambiguous. Over the two-year period, the GD schools' gains were somewhat greater during the first year than in the second year (fourteen in 1970-71; ten in 1971-72). The most successful OD school—Spartan—moved slowly during the first year but improved rapidly during the second year. Teamwork at the two complete GD schools was tapering off during the second year.

The two control schools showed more favorable gains during the 1971-72 school year than they had during the previous year. However, these gains were less than those that took place in the OD and complete GD schools. In all, eleven significant changes occurred; seven were favorable, one was negative, and three were ambiguous. We surmise that the OD and GD consultations received by the two control schools during the second year facilitated improvement in their subgroup meetings. At the same time, we should keep in mind that their total faculty meetings tended to improve much more. Thus, although team-building was commencing at the control schools, it was not moving along as well as it was in the OD and complete GD schools.

In summary, the two OD schools made favorable gains in perceptions and attitudes about subgroup meetings over the two-year project period. During the second year, these gains were greater than they were the first year. The two complete GD schools also made favorable gains over the same two-year period; however, the increase was not as great during the second year as it was during the first year. Data collected from the partial GD schools during the first year of the project indicated pronounced negative changes. The control schools showed mixed changes during the first year and a few favorable changes during the second year.

ATTITUDES TOWARD SUPERIORS AND COWORKERS

Table 8 describes changes in staff members' attitudes toward superiors and coworkers among the four categories of schools for the 1970-71 school year. The most striking results occur in the partial GD schools where fourteen negative changes occurred. Among the most significant negative changes were the following items: (1) my superior will play one person against another (increased); (2) my superior takes account of my wishes and desires (decreased); (4) it's easy to talk with my superior about my job (decreased); (7) my superior expects people to do things his way (increased); (9) my coworkers are uncooperative unless it's to their advantage (increased); (13) my coworkers will not stick out their necks for me (increased); and (23) I do not have the opportunity to do challenging things at work (increased). In the partial GD schools, dissatisfaction increased both toward the principal and toward colleagues during the first year of the project. These results reflect the struggles and frustrations that took place on the Humbolt and Allen staffs during the 1970-71 school year.

The changes that occurred in the OD, complete GD, and control schools in attitudes toward superiors and coworkers were about what we expected for the first year of the project. There was a mixture of favorable, unfavorable, and ambiguous changes at all six schools. In the two OD schools, for example, twelve significant changes occurred, of which five were negative, five were ambiguous, and two were positive. We should note here that four of the five negative changes had to do with attitudes toward superiors. As we already have seen, there was considerable tension between some Spartan teachers and their principal during the first year of the project. In contrast, the negative changes that occurred at the complete GD schools (there were five negative changes and four positive) had to do more with relationships among coworkers. Favorable changes at both the OD and the complete GD schools had to do with the increased flow of information vertically and horizontally. All four of these staffs changed in the direction of seeing their superior encouraging people to make suggestions and their coworkers welcoming different opinions. In our theoretical language these data indicate an increase in the "variety pools" at the OD and complete GD schools. Changes at the control schools were mixed and did not seem to follow any sort of pattern.

Table 9 shows how the attitudes of staff members toward superiors and coworkers changed during the second year of the project. Results for the complete GD schools were as we expected them

TABLE 8
Direction and Significance of Changes in Staff Members'
Responses to Questions about Superiors and Coworkers
between Spring 1970 and Spring 1971

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1		NS			NS		2	< .001	-	1	< .025	+
2	2	< .001	-		NS		2	< .001	-		NS	
3	2	< .001	-	2	< .005	+	2	< .005	-		NS	
4	2	< .001	-		NS		2	< .001	-	2	< .001	+
5	4	< .025	+		NS			NS		3	< .001	+
6	2	< .01	-	2	< .10	+	2	< .10	-		NS	
7	3	< .05	+	3	< .05	+	3	< .001	-	3	< .005	+
8		NS			NS		3	< .001	+		NS	
9		NS			NS		2	< .001	-	2	< .001	+
10	2	< .005	+		NS		2	< .001	+	2	< .001	+
11	2	< .05	+		NS		3	< .005	-	2	< .005	-
12	3	< .025	+	2	< .005	+	2	< .05	-		NS	
13	3	< .05	+		NS		2	< .001	-		NS	
14	2	< .10	+	2	< .05	-	3	< .05	-		NS	
15		NS			NS		2	< .025	+	2	< .001	-
16		NS			NS			NS			NS	
17	3	< .005	-	2	< .005	-	2	< .005	-	2	< .05	+
18		NS		1	< .05	-	2	< .025	-		NS	
19		NS		1	< .01	-		NS			NS	
20		NS			NS		4	< .05	+		NS	
21		NS		1	< .01	-		NS		1	< .001	-
22		NS			NS		2	< .005	+	2	< .001	-
23		NS			NS		2	< .001	-	2	< .05	+
24	3	< .025			NS		4	< .025			NS	
Totals			2+			4+			2+			3+
			5-			5-			14-			4-
			5+			0+			2+			5+

TABLE 9
Direction and Significance of Changes in Staff Members'
Responses to Questions about Superiors and Coworkers
between Spring 1971 and Spring 1972

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1		NS			NS			no data		1	< .025	-
2		NS		2	< .001	+		"		2	< .005	-
3		NS		2	< .10	+		"		2	< .005	+
4	2	< .05	+	2	< .01	+		"		2	< .10	+
5		NS		3	< .001	+		"		3	< .05	+
6		NS			NS			"			NS	
7	3	< .10	+		NS			"		3	< .10	+
8		NS		3	< .025	+		"		2	< .05	+
9		NS		2	< .025	+		"		2	< .025	+
10		NS		2	< .01	+		"		2	< .005	+
11	2	< .001	-	2	< .10	+		"		2	< .01	+
12		NS		2	< .10	-		"		2	< .005	+
13	3	< .005	-	3	< .001	+		"			NS	
14	2	< .05	-	2	< .001	+		"			NS	
15		NS			NS			"			NS	
16		NS			NS			"			NS	
17	3	< .10	+	2	< .005	+		"			NS	
18		NS		1	< .05	+		"			NS	
19	2	< .10	-		NS			"			NS	
20	5	< .005	-		NS			"			NS	
21		NS		1	< .025	+		"			NS	
22		NS		2	< .10	+		"		2	< .10	-
23	2	< .005	-		NS			"			NS	
24	3	< .01		3	< .10			"			NS	
Totals			2+			13+						8+
			6-			1-						3-
			1+			1+						1+

to be—large numbers of favorable changes in attitudes toward superiors and coworkers. There were fifteen significant changes, of which thirteen were in the favorable direction. Among the most significant changes were: (2) my superior takes account of my wishes and desires (increased); (5) my superior does not let me know when I could improve my performance (decreased); (13) my coworkers welcome opinions different from their own (increased); and (14) my coworkers will not stick out their necks for me (decreased).

Results from the OD schools did not come out according to our expectations. We believed that attitudes toward superiors and coworkers at Spartan and Palmer would be on the upswing during the second year of the project, but out of the nine significant changes, six were in the negative direction. Further inspection of the data indicated that Palmer was experiencing more of a down-trend than Spartan during the second year of the project. Figures 15, 16, 17, 18, and 19 in chapter 6 show that the Palmer staff's attitudes toward their superior and their coworkers decreased quite significantly in 1971-72. Thus, we conclude that it was primarily the Palmer staff that moved counter to expectations. In contrast, the data indicate that the Spartan staff's attitudes toward superiors and coworkers were on the upswing at the end of the second year.

The control schools had twelve significant changes during the second year, of which eight were favorable. This generally concurs with the probably impact of the OD and GD interventions at these schools during the 1971-72 school year.

It may be instructive to compare tables 8 and 9 before moving on. Excluding data from the partial GD schools, there is a total of thirty-three significant changes during the first year and thirty-six significant changes during the second year. Of the thirty-three changes in 1970-71, nine (or about 27%) were favorable. Of the thirty-six changes in 1971-72, twenty-three (or about 64%) were favorable. These shifts in the favorable direction occur primarily at the complete GD and control schools. If we separate Spartan from Palmer during the second year we find that the shift toward the negative that is contrary to expectation occurs primarily at Palmer. This concurs with the typification of movement toward multiunit structure that we presented in chapter 6 and with the data presented in figures 15-19 of that chapter.

SATISFACTION WITH JOB AND RELATIONSHIPS

Ten questions having to do with job satisfaction of teachers were administered to all eight school staffs. Table 10 presents the

changes that occurred during the first project year. Once again the most outstanding shifts occurred in the partial GD schools, with ten significant changes occurring, including seven negative changes. On a ten-item questionnaire, seven negative changes is quite unlikely to occur by chance alone.

In the OD schools, four items changed significantly; two were negative, one was favorable, and one was ambiguous. The one favorable shift occurred in "satisfaction with personal relationships with fellow teachers." The two negative changes were on items: (2) satisfaction with the adequacy and fairness of school district policies and regulations; and (6) satisfaction with the ability and willingness of administrators to give you help when you need it. These results indicate that the OD schools exhibited better relationships among peers and worse relationships with authority during the first year of the project.

In the GD schools four significant changes occurred—three negative and one positive. Negative changes occurred on items: (1) satisfaction with the progress you are making toward the goal you set for yourself in your present position; (7) satisfaction with the extent to which you are able to see positive results from your efforts; and (10) satisfaction with the availability of pertinent instructional materials and aids. The single item in which satisfaction increased was "satisfaction with the adequacy and fairness of school district policies and regulations." Remember that both the Monticello and the Gaynor faculties were very thankful that the district had made this project available to them.

In contrast, the partial GD schools were very negative about the lack of support they saw coming to them from the district. Along with their dissatisfaction with the fairness of school district policies, they also were dissatisfied with: (a) their personal relations with administrators and supervisors; (b) their opportunities to accept responsibility for own work; (c) the ability and willingness of administrators to give them help; and (d) their personal relationships with fellow teachers. The control schools had only one significant change, and it was in the negative direction.

Table 11 shows changes in job satisfaction during the second year of the project. In the OD schools, two favorable changes occurred. These were on items (1) satisfaction with the progress you are making toward the goal you have set for yourself in your present position, and (8) satisfaction with personal relationships with fellow teachers. In the complete GD schools, results during the second year showed five significant changes, four of which were favorable. Most important among the favorable changes were

TABLE 10

Direction and Significance of Changes in Staff Members'
Responses to Questions about Job Satisfaction
between Spring 1970 and Spring 1971

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1	2	< .01	+	2	< .10	-	2	< .005	-		NS	
2	1	< .025	-	2	< .10	+	2	< .001	-		NS	
3		NS			NS		1	< .001	+	1	< .01	-
4		NS			NS		1	< .001	-		NS	
5		NS			NS		1	< .001	-		NS	
6	2	< .005	-		NS		1	< .001	-		NS	
7		NS		2	< .001	-	2	< .025	+		NS	
8	1	< .001	+		NS		1	< .001	-		NS	
9		NS			NS		2	< .005	-		NS	
10		NS		2	< .001	-	2	< .005	+		NS	
Totals			1+			1+			2+			0+
			2-			3-			7-			1-
			1+			0+			1+			0+

TABLE 11

Direction and Significance of Changes in Staff Members'
Responses to Questions about Job Satisfaction
between Spring 1971 and Spring 1972

Items	OD			Complete GD			Partial GD			Control		
	df	P	d	df	P	d	df	P	d	df	P	d
1	2	< .005	+		NS			no data		2	< .10	+
2		NS			NS			"		1	< .001	+
3		NS		2	< .001	+		"			NS	
4		NS		2	< .05	+		"			NS	
5		NS		1	< .005	+		"			NS	
6		NS			NS			"			NS	
7		NS		2	< .001	+		"		1	< .10	-
8	1	< .001	+		NS			"			NS	
9		NS			NS			"			NS	
10		NS		2	< .025	+		"			NS	
Totals			2+			4+						2+
			0-			0-						1-
			0+			1+						0+

item (3) satisfaction with extent to which your efforts and achievement are recognized by others, and (7) satisfaction with the extent that you are able to see positive results from your efforts. The two control schools showed three significant changes, two favorable and one negative.

In summary, the impact of the OD and complete GD interventions brought improvements in job satisfaction, while the partial GD experience was accompanied by increased dissatisfaction. During the second year, favorable effects were predominant at both the OD and complete GD schools, and the complete GD schools increased in job satisfaction more than the OD schools.

In the next chapter we will summarize the essential results of this project, draw some implications for consultants and action researchers, and make recommendations on how to use organization development to establish professional teams in elementary schools.

Chapter XIV

Conclusion and Recommendations

There is a current trend for elementary schools to move toward increased formal collaboration and cooperation among staff members. These changes in the social structure of the school are motivated by an assumption that innovative curriculum and instruction will flourish more in group arrangements that facilitate greater interdependence among the professionals and the students. Increasingly, teachers are expected to work together and to share their resources to provide a broadened range of learning opportunities for children. It is believed that by working together in teaching teams, teachers can multiply their strengths and reduce the detrimental impact of their weaknesses.

In the action research project described in this monograph, we investigated consultation for one currently prominent example of an interdependent school structure—the multiunit elementary school. The typical multiunit school has three teaching teams, each made up of a unit leader, three or four regular teachers, several aides, and an intern or practice teacher. Each team generally works with about one-third of the students in the school; the

teaching team and students together are referred to as a unit. Usually one team takes the six- and seven-year-olds, another works with the eight- and nine-year-olds, and the third team works with the ten- and eleven-year-olds. Some schools have wider age or cross-interest structures. But, although many sorts of groupings are possible, most elementary schools that become multiunit structures—including those in this research project—adopt the standard, three-unit format.

An additional feature of the multiunit structure is a leadership group that is made up of team leaders, the principal, the resource librarian, and the counselor (or child development specialist). This core group attempts to coordinate the educational program, to keep communication between teams open and accurate, and to maintain contact with resources outside the school. In these ways, the multiunit school's technical structure is similar to the structure advocated by Likert (1961) in which a communicative "link-pin" exists between each level in the hierarchy and each formal subsystem. In the multiunit structure, the leadership team has the principal as the link-pin connecting the central office with the school, and unit leaders connecting the leadership team with the teachers and students. Thus, in the well-developed multiunit school, every participant can communicate with someone else who is a member of the leadership team.

Creative structures like this one appear to be very promising for increasing the availability and use of teacher resources. Even though many educators advocate moving schools in the directions of multiunit structures, however, such complex organizational changes in schools do not easily take place. Self-contained formats for elementary teaching have become well-entrenched, and the professional norms in support of autonomous, singular teaching continue to keep more interdependent structures from arising. In most cases, a complex interplay of cultural, social, structural, and psychological dynamics supports the status quo, and a planned and sustained systems-change intervention is required for change. In this action research project, we set out to test whether consultation in organization development, along with a variation on OD called group development consultation, could help school staffs to move—without a great amount of disorganization and stress—from a self-contained organization to a multiunit structure.

Compared with most other planned attempts reported in the literature to bring about changes in school structures, these OD and GD consultations were successful. Three of the six schools that received consultation were transformed into full multiunit

structures, while a fourth school moved significantly toward the multiunit structure. The two school staffs that received a year of OD consultation—Spartan and Palmer—both underwent organizational changes during the two-year period of the project. The Spartan staff formed into a multiunit structure, while the Palmer faculty showed that they were about three-fourths of the way along at the time of the last posttest. At that time, Palmer was using an adaptation of the multiunit structure in which self-contained classrooms were being converted into learning centers. Two schools that received a year of GD consultation—Monticello and Gaynor—also became full-fledged multiunit schools by the time of the final posttest. The remaining two schools that received GD consultation—Humbolt and Allen—chose to cease the consultation during the initial year and did not become multiunit schools.

SOCIAL-PSYCHOLOGICAL READINESS

One set of findings of this project can, we believe, greatly improve the ability of consultants to make useful diagnoses of organizational conditions. At the same time, this set of findings suggests a need for further research about the conditions and intervention techniques appropriate for various kinds of innovations. This is the set of findings supporting the conclusion that the success of OD consultation in facilitating structural change is strongly influenced by the social-psychological readinesses of the client organization to change. This appears to be especially true when the change effort is directed toward a specific type of organizational pattern such as the multiunit structure. (Before this R & D project, our tests of OD consultation in schools had not been associated with preconceived structural outcomes; see Schmuck and Miles (1971) for examples of goals of other OD interventions.)

One condition that was important for staff readiness in this study was the staff's view of the external support provided by the district office. Strong district support—in the form of increased budget and administrative encouragement—certainly seemed to facilitate structural changes at Spartan and Palmer, while in contrast, much less district support for the Humbolt and Allen staffs seemed to hinder their change attempts. At Monticello and Gaynor, there was very little extra financial support, but there was clear encouragement from the district to try the more interdependent structure. Even though district support (or the lack of it) may have been important in predisposing the GD schools to change or to resist change, however, we have concluded that the particular

internal attributes of the staff had much more significant effects on a school's readiness to move into the multiunit structure.

Within the data of this project, the most important signs of an elementary staff's readiness to use OD consultation to move toward a multiunit structure are: (1) visible signs of emerging interdependence on the staff; (2) the principal's commitment to staff collaboration; (3) formal consensus of the staff to use consultation for specific structural changes; (4) staff norms supporting openness and confrontation; (5) staff norms supporting sticking with group tasks; and (6) staff norms supporting differences in educational philosophy and instructional style.

EMERGING STAFF INTERDEPENDENCE

In the self-contained elementary school, teaching represents a single-unit technology. The teacher takes on total responsibility for production of teaching and learning within the classroom—including planning, operating, and evaluating—and there is only slight division of labor within the school structure. The teacher's role tends to be enacted without much functional interdependence with colleagues, and organizational norms typically favor low collaboration among staff members.

Our observations in this project have led us to conclude that some small amount of cooperative interdependence—whether it is formal or informal—is one important prerequisite for further structural change. We also believe that when teachers feel frustrated over being psychologically separated—as they were at Spartan, Palmer, and Monticello—commencing movement toward a multiunit structure will be easier. More relevant, however, appears to be the presence of newly forming functional clusters of teachers who are communicating about their teaching. For example, prior to the OD consultation, at Spartan and Palmer there often were informal cooperating clusters of staff members meeting before school, at lunch time, or after school to discuss the school program. And at Gaynor and Monticello, some functional interdependence had even become formalized with teams meeting to set goals and prepare curriculum.

PRINCIPAL'S COMMITMENT TO COLLABORATION

The single-unit technology of the self-contained elementary school also has strong impact on administrative behavior. A large amount of the principal's time is spent in communicating with individual teachers, not with groups of teachers. The norms of many elementary staffs—including those in this study—sanction

this one-to-one supervision. We believe that one sign of readiness for structural change is the principal's internalized concern for increasing the amounts of collaborative problem-solving and decision-making by the staff.

We attempted to communicate the benefits of increased staff collaboration to the principals during the first phase of the project. In particular, we appealed to the principals' frustrations over staff meetings. We found this disgruntlement with meetings not only in the schools of this project, but in almost every school in which we have conducted research or consultation. The University Council on Educational Administration seems to have a similar impression, judging by the fact that they invited us to do a cassette tape on the topic (Schmuck and Runkel 1972).

We found that all six principals became interested in OD consultation in part because they viewed it as a means for overcoming the displeasures and wasted time of staff meetings. Furthermore, the four principals of Spartan, Palmer, Monticello, and Gaynor believed that their teachers were closed off from one another and that they would benefit from the increased interaction afforded by a multiunit structure. They seemed interested in finding new structures for increasing staff collaboration. The Humbolt and Allen principals, on the other hand, were interested in the OD consultation but were unsure about the multiunit structure. Neither of them was very clear about what the multiunit structure would be like, nor was either adept at helping his staff with collaboration.

FORMAL STAFF CONSENSUS

We have pondered the early phases of this project often, finding there the seeds of subsequent success and failure. A crucial aspect of these early days, we are convinced, was the way group and individual decisions were made to participate in the project. We believe strongly that the total staff should hold at least three or four meetings over a period of about two months to discuss OD consultation and the multiunit school. The first and third meetings, for example, might include outside experts in OD and the multiunit school, but at least one of the staff meetings should be held without outsiders.

If it is at all feasible, we recommend that the staff enter into such a change process only after making use of consensus decision-making. Group consensus is a decision-making mode in which all participants contribute their thoughts and feelings and all share in the final decision. No decision becomes final which is not

understood by nearly all members. But consensus does not mean that everyone agrees. Consensus means that: (1) everyone can paraphrase the issue to show that he or she understands it; (2) everyone has a chance to describe his or her feelings about the issue; and (3) those who continue to disagree will nevertheless say publicly that they are willing to give the decision an experimental try for a prescribed period of time. In other words, consensus means that a sufficient number of participants are in favor of a decision to carry it out, while others understand the decision and will not obstruct its implementation.

Working with consensus decision-making is not easy and straightforward. We have found that it is difficult for many staffs to achieve; it requires advanced skills in two-way communication, in coping with conflict, and in the use of paraphrasing and surveying the opinions within a group. We expect these skills to develop during OD consultation, not before it. We are not arguing here that "non-OD" staffs will have a smooth time of it during the early phase of the change effort. None of the six faculties, for example, easily reached consensus about their involvement in this project.

More discussion time was spent before the consultation at the OD schools than at the GD schools. Both the Spartan and the Palmer staffs struggled during three meetings to reach general agreement. The Monticello and Gaynor staffs already were interested in team work and rather quickly agreed to the GD consultation. The Humbolt and Allen staffs generally agreed—after two meetings each—to become involved in consultation, but they never did agree (as we realized later) on the multiunit structure. We believe that a staff will have a greater chance of eventual success in using consultation to change its structure if it recycles its discussions about the change several times and if the criteria for consensual decision-making are used during these discussions. Even after consultation begins, it should not be assumed that these discussions will no longer be necessary.

STAFF NORMS

We have identified three clusters of staff norms that are important indicators of readiness: (1) openness and confrontation, (2) sticking with group tasks, and (3) accepting staff members' differences in philosophy and style.

Our data indicated that staff members of the four schools that eventually became multiunit supported at the outset somewhat more openness and confrontation than the staffs of the two schools that got bogged down. Staffs in which there are strong pressures

against frankness and debate and in which there are no legitimate arenas for staff problem-solving are not likely to accept OD consultation or to choose effectively to become a multiunit school. Further, we found that three of the four schools that became multiunit held meetings during which the task was given higher priority than the clock. In contrast, the two schools that did not continue with the organizational change had an inflexible routine of leaving school at the same time every day. At Humbolt, for example, the lack of openness combined with a norm of not putting in extra time at the school kept the staff from dealing with the principal's attempts to transfer leadership to staff members. When staff members would not spend enough time together to take up the new responsibilities the principal was attempting to transfer, the principal became frustrated, interpreted the situation as a "vacuum in leadership," and stepped in to stop the process of change. Finally, the four schools that became multiunit supported individual differences of staff members' philosophies and instructional strategies more than did the other two schools.

CONSULTATION FOR ORGANIZATIONAL CHANGE

Our comparisons of the two schools that received OD consultation with the four that received GD consultation have led us to a number of insights about the most effective consultative procedures for helping school staffs to become multiunit.

THE OD SCHOOLS

Spartan and Palmer differed significantly in how the organizational change processes proceeded over a two-year period. The Palmer staff members began quickly to implement team teaching and other sorts of collaborative educational arrangements during the first year of the project. Later they ran into difficulties in maintaining these change attempts and the following year saw the innovation beginning to fade. In contrast, the Spartan staff members first spent effort in developing communication skills, group norms, and problem-solving procedures, moving much more gradually than Palmer into the multiunit structure. After one year of consultation in OD, the Spartan staff was ready to benefit from technical consultation and the multiunit structure. The Spartan staff then moved quickly in this direction and stayed there during the second year. In chapter 6, we labeled these change patterns as the typification of movement toward the multiunit structure.

One conclusion we drew from the results at these two experimental schools—as well as at one of our control schools—is that

OD consultation by itself, without any special emphasis on a particular structural outcome, can lead to increased collaborative relationships among staff members. At the outset of chapter 13, we pointed out that the faculty at South Court—a control school—received OD consultation during the 1971-72 school year. That consultation apparently facilitated movement of the South Court staff toward more collaborative structures. Even though the South Court faculty did not receive technical consultation about the multiunit structure, it changed, nevertheless, in the unitized direction. The primary teachers formed a team structure during the year of OD consultation and took over the new addition to their school that had moveable walls. We also observed these changes in our year-long OD consultation with the Highland Park Junior High staff (Schmuck and Runkel 1970), and we have observed them in other schools.

The research findings of several contemporary sociologists underscore the same conclusions but in somewhat different ways. Two recent studies of failures to implement more interdependent staff structures are illuminating regarding the relevance of OD processes to organizational change. In the first of these, Gross, Giacquinta, and Bernstein (1970) described what happened when a well-meaning, rather progressive faculty attempted to incorporate a significant amount of individualized instruction into its program. The second, by Smith and Keith (1971), focused upon the difficulties a similarly liberal and young staff encountered in attempting to implement team teaching.

These well-executed studies both suggest some reasons that complex educational innovations such as individualized instruction and team teaching—both significant aspects of the multiunit school—do not often become adopted and institutionalized. Unanticipated social-psychological problems arise when innovations like these—once “adopted” by the central office or the administrators of the school—must be implemented. The users or the implementers of the innovation—especially the teachers and auxiliary staff but also the students and parents—must be clear about the technical properties of the innovation and learn to use new procedures that call for new patterns of interaction. In addition, they must learn to relate in new ways, be rewarded in new ways, and be able to communicate promptly and clearly with administrators about the obstacles they encounter.

Perhaps most fundamentally, Gross and his colleagues, as well as Smith and Keith, acknowledge the fact that individualized instruction and team teaching are not simple “things;” they involve

complex and diverse clusters of role expectations among administrators, teachers, students, and parents. The demand for change in the midst of these interpersonal complexities overwhelms the collaborative skill typically found in school staffs (and in most other organizations in our society).

Our experience in this project, along with our other project experiences, has led us to believe that many efforts at educational reform, if not most, have failed precisely because of the limited attention given to interpersonal relations and the organizational context in which the reforms have been attempted. Any major innovation in curriculum or instructional technique implies a change in the "culture" of the school. In other words, the relationships between teachers and administrators are apt to change. Often the change affects not only the principal and his faculty but also their relationship with students and the nonprofessional staff. Consequently, authority relationships, communication networks, status groupings, and friendship cliques are forced to change. In the process, the innovation itself often fails or is restructured to conform to the former ways of doing things.

The data from our experiment in organizational training at Highland Park Junior High School shed some light on this issue. Those data indicated that the control schools innovated at an equal rate with the trained school, but only with regard to the sorts of activities that can be "packaged." What we meant by "packaged" was the presence of some tangible set of materials or instructions, such as new teaching curriculum materials, TV equipment, specifications for a new job (such as an aide), or instructions for a new bookkeeping procedure within PPBS. Such packaged innovations often can be put into effect by training individuals, so it is unnecessary to establish delicate new role relationships or new modes of group problem-solving. In contrast, only the trained school showed new arrangements for interpersonal relations and group processes. The kinds of innovations for which the trained school was more ready involved changing relationships between teachers and students, sharing power among the faculty, and building new channels for committee work and group problem-solving. The innovations of individualized instruction and team teaching were prominent examples of the activities the trained school began to use.

At Spartan, staff members became deeply immersed in the OD consultation during the initial year of the project. In contrast, the Palmer staff quickly was trying out a completely new technical structure with team teaching and individualized instruction. The Palmer staff culture had not yet matured into a collaborative

system, so many staff members faced interpersonal difficulties in trying to adjust to the more functionally interdependent work structure. It is relevant to note also that Spartan staff members experienced success with their problem-solving activities toward the end of the first year, while the Palmer staff did not; also, the multiunit structure itself—with its special social-psychological attributes—was discussed much more within the Spartan problem-solving groups than in the Palmer problem-solving groups. Premature attempts to unitize at Palmer decreased the teachers' feelings of efficacy; they frequently mentioned concerns about following through on commitments to colleagues and on not working closely enough with students. Data collected by Nelson (1971) indicated, moreover, that students' achievement decreased in several subjects during this first year of the change process at Palmer. Perhaps attempting complex changes too soon, without having established feelings of collegial support, can lead to frustration, concern for order, and a return to the security of autonomy.

The Palmer staff's rapid attempts to implement the unitized structure (especially in the 1-2 and 3-4 units) combined with an absence of formal procedures for managing cross-unit tensions, brought about high amounts of organizational stress. To complicate matters, Palmer staff members viewed early attempts by the OD consultants to work on interpersonal tensions as a waste of valuable time. After all, the Palmer staff members said, we have a job to do—to establish instructional goals, to develop curriculum, and to agree on our instructional procedures—why should we spend time on the discussion of norms, skills, and procedures? Rather than working so early on designing curriculum innovations, we now believe that the consultation during the initial year at Palmer should have emphasized the problems the staff was confronting with interpersonal collaboration and procedures. The frustrations at Palmer are examples of taking action toward innovative educational procedures before the staff has developed clear understandings and procedures for collaborative work.

In other words, *early* attempts at techno-structural consultation at Palmer did not provide the same benefits as *later* techno-structural consultation at Spartan. Our recommendation is that OD consultation should precede efforts to bring about technical structural change. We see the optimum period of change as occurring over a two-year period. OD consultation would be emphasized during the first year, while revisions in curriculum, instruction, and evaluation would be emphasized during the second year. Moreover, we have concluded that the functions of OD and technical

consultation should be kept separate. OD and technical consultants should be different people carrying out much different sorts of helping activities.

The sequence of OD and technical consultation might proceed in at least four important stages. OD consultants would take leadership in three of them:

1. *Improving communication skills through simulation.* In this stage, OD specialists build increased openness and ease of interpersonal communication among the trainees by using simulations of typical school situations to train them in such communication skills as paraphrasing, describing behaviors, describing their own feelings, checking their impressions of others' feelings, taking a survey, and giving and receiving feedback.

2. *Changing norms through problem-solving in groups.* After the OD specialists help the participants to identify their most central organizational problems, they present a sequence of problem-solving. By using real school problems, they help the participants to proceed through the steps of problem-solving in an orderly fashion.

3. *Structural changes through group agreements.* The OD specialists help the participants to transform the results of their problem-solving into new definitions of roles and procedures. These new organizational patterns can be formally decided upon by the participants, and agreements can be made about the action steps for carrying them out.

4. *Curricular and instructional changes.* After the revised structures of the teaching units and the leadership team have been formed, then the emphasis can switch to major curriculum and instructional change. Here, too, evaluation by colleagues and students can be tried to complement the new, more interdependent structure. Our experience was that while the Palmer faculty was attempting to modify its educational program during the fall of the first year, the Spartan staff did not begin to take significant action until the next spring. The most successful consultative event at Spartan took place on April 17. The meeting was jointly designed by CASEA consultants and the leadership team. Consensus about instructional goals was accomplished by allowing people to find others on the staff who shared their educational objectives, and to begin planning immediate action toward these goals. The readiness of the Spartan staff to take action was particularly high. The academic year was coming to a close, they had talked many times about taking new steps, and they were at the point where meeting skills were beginning to be effective. The staff could now move on to

the tough problems of fundamental change in the school's educational program.

We might sum up these ideas for staging of OD and technical consultations by describing a two-year sequence: As we have described already, the first year would include an emphasis on OD. The staff would work on improving communication skills, changing norms, and making structural changes. During the second year, major emphasis would be on changes in the educational program. Instructional procedures would be individualized and personalized; new curricula would be developed; the differentiated staffing arrangements would be fully defined and implemented. Toward the end of the second year, the teams would have established co-teaching arrangements and formal methods of collegial supervision.

THE GD SCHOOLS

Three differences between the complete GD schools (Monticello and Gaynor) and the partial GD schools (Humbolt and Allen) suggest the importance of particular actions for a successful organizational change process when a subsystem is the focus of consultation.

First, the Monticello and Gaynor staffs were more aware of the two-pronged nature of the project (GD consultation *and* the multiunit structure) than were the Humbolt and Allen teachers. Much of the resistance to change at the latter two schools can be attributed to confusion about the nature of the change. Furthermore, the Gaynor staff was able to choose a truly representative leadership group within the faculty, and these staff members were the first to be involved in the GD consultation. While the Monticello GD trainees were not at first a subsystem, they built a method and a time-line very early to establish a formal and representative subsystem of the faculty. On the other hand, the Humbolt and Allen trainees present at the first week of GD consultation did not constitute formal subsystems of their staffs, nor did they ever plan how to establish such a subsystem. Indeed, some of the Humbolt GD trainees never were quite sure if they were supposed to act as the leadership team during the following year, and three of the Allen GD trainees were competing for a place on such a leadership team.

The second important point comes from a comparison of the change processes at Monticello, Humbolt, and Allen; it concerns the communicative links with the rest of the staff. (Gaynor is not included here because its leadership team was already established at the outset of the consultation, and that team was sustained and renewed throughout the two-year life of the research.) The

Monticello GD group eventually phased itself out, establishing a Likert-type link-pin leadership subsystem before the end of the first year. At Monticello, the permanent leadership team that was established contained many of the same people who had been involved in the GD consultation. Moreover, all of the leadership team members, except for the principal, were members of the three newly emerging units. Thus, at Monticello there was overlapping participation in GD consultation, the leadership team, and the units. By the end of the first year, there were at least two of the original GD group to interact and model group skills in each unit. This dispersed network of committed and skilled staff members made it relatively easy to pass on the communication and problem-solving skills from the CASEA consultants and the GD trainees to the Monticello staff.

In contrast, the Humbolt and Allen staffs had very few faculty peers trained in the summer workshop with whom they could interact frequently. The GD groups at these two schools included very few classroom teachers and these few were not staff members who had been chosen to be leaders by their colleagues. Our observations at Monticello, Humbolt, and Allen led us to conclude that one of the important ways to learn complementary roles and thus to implement structural change is through what might be termed a "concerned audience effect." The Monticello unit leaders could benefit from an audience effect because there were at least two members of each unit who had been thoroughly involved in the GD consultation. Each could help to continue with previously learned skills; both could respond with appropriately reciprocal and supportive reactions; and both could serve as an audience to provide feedback. The Humbolt and Allen staffs never did benefit from such a nexus of reciprocity, support, and modeling.

A third major difference among Monticello, Humbolt, and Allen is that while the Monticello GD members were volunteers, the Humbolt and Allen group members were appointees. The fact that three of the Monticello volunteers later were chosen by fellow staff members to act as unit leaders (even though the principal saw only one as a "leader" at the time of consultation) underscores the acceptance of the changes that were being suggested by the GD team. Also, we believe that these Monticello volunteers became much more involved in the project than the Humbolt and Allen appointees. Monticello participants were largely intrinsically motivated, while the Humbolt and Allen GD members felt forced into participating. It is interesting to note also that at Monticello one of the volunteers actually opposed the multiunit school concept

and sought involvement out of a sense of suspicious curiosity. The inclusion of the "negative member" helped the GD team to wrestle with some of the special concerns of a minority of Monticello staff members and to communicate with the entire staff about progress in implementing the organizational change.

Our findings from the GD schools suggest that staff members should have a clear conception of the consultation and of the organizational plan that is being sought before the consultation begins. Moreover, clear distinctions should be drawn between the contributions of OD consultants and technical, multiunit coordinators. Accomplishing these understandings with all staff members is no small order; it requires several meetings and numerous discussions. We believe that resistance to organizational change can be expected to the degree that persons are pressed into making the change, and that resistance will decrease to the extent that those persons can control the way the change process develops.

Our findings also suggest that there should be overlap of membership between the group that receives initial consultation and the formal leadership team. This may be complicated by our finding that volunteers seem to put more energy into their participation than appointees. Some resolution may be found by attempting from the outset to put together a diverse group of volunteers representing different jobs and points of view. One related point is that later staff resistance will be lessened to the degree that the initial GD members can help their colleagues understand how they can become involved in the ongoing change process.

Our experiences with the GD schools also underscored the importance of norms for sticking with important organizational tasks—apparently a necessary prerequisite to a complex organizational change. For instance, an assessment of the time spent in meetings indicated that the Monticello and Gaynor faculties were accustomed to meeting twice as much as the Humbolt and Allen staffs. Furthermore, we believe the importance of the principal became obvious as the consultation moved forward. Without principals' modeling some of the new behaviors and accepting them as part of their role repertoire, the consultation has little chance of being effective. In retrospect, we should have much more carefully coached the principals at Humbolt and Allen during the early stages of the project.

THE PRINCIPAL AND UNIT LEADERS

Along with the important role performed by the principal, the unit leaders also take on key functions. We will describe how each

of these role-takers might enhance or detract from the establishment of effective staff interdependence.

THE PRINCIPAL

Different principals have different styles of leadership, ranging from autocratic to collaborative; attempts to influence staff members can be made by telling, selling, testing, consulting, joining, or collaborating through consensual decision-making. We can effectively use this dimension of leadership style to describe the six principals in this project.

The principals at Allen and Humbolt decided on their own to bring their faculties into the project; both principals essentially "told" their staff members who would participate in the initial GD trainee group. It is interesting to note that the manifest interpersonal style of these two principals was not dominating or aggressive. They apparently lacked collaborative interpersonal skills and tended to attempt to reach staff decisions mostly by telling and selling. Although the Gaynor and Monticello principals wanted very strongly to become involved in the project—much more strongly, apparently, than the Humbolt and Allen principals—they discussed the project often with staff members and pondered for long periods over the decision to get into the project. Using the behavioral dimension described above, we believe that the Monticello and Gaynor principals consulted with their staffs and tested possible moves with them, even though reserving the final decisions to themselves. The Palmer and Spartan principals actively sought participation and the consensus of their staffs. They did not decide to enter the project until virtually all staff members had verbally specified that they were in support of the project.

Further analyses of the principals' leadership during the first months of the consultation indicated that the principals of the schools that became multiunit generally behaved in less authoritarian ways than did the principals of the staffs that changed less. For example, the Spartan principal was notably collaborative. Most of the important school decisions that were made in 1970-71, including decisions about budget and hiring, were shared with the staff. The next most collaborative was the Monticello principal. Although he stated forthrightly that he held ultimate responsibility for important school decisions, he consulted continually with the GD team and subsequently with the Monticello leadership team. He almost never took action without the approval of these staff groups. Next most collaborative was the Gaynor principal, who told the staff clearly what his preferences were while still leaving

final decision up to the leadership team or the units. At the same time, he always felt deep responsibility for what decisions were made.

Although the other three principals often spoke as though they would share decisions with staff, they seldom behaved collaboratively. The Allen principal was particularly inconsistent in his leadership behaviors. On several important occasions after the GD team had decided on a matter, he overruled that decision without letting team members know of his course of action. These shifts came as shocks to most of the Allen participants. The Humbolt principal made an honest effort to consult with the GD team and his staff during the first few months, but the subsequent ambiguities of the change process seemed to frustrate him and he arbitrarily moved into what he considered a dangerous vacuum. He was fighting off what he viewed as a drift toward a *laissez-faire* condition within the staff. His decision to leave the project relieved his fear of disorganization; moving away from GD consultation and the multiunit structure allowed him to return to running a "tight ship" for the remainder of the school year. And, finally, there was the Palmer principal who—even with the help of OD consultation—never could seem to establish open, straightforward, unambiguous leadership relationships with his staff. He would consult and join with small clusters and units, but he seldom followed through to complete problem-solving cycles. He decided on his own not to call formal leadership team meetings, in anticipation (we think) that the leadership group might gradually force collaborative role relationships. It appears to us now, in fact, that the Palmer principal was one of the most powerful forces restraining Palmer's movement toward the multiunit structure.

We should point out that the two OD principals were under continual pressure from several directions during the first year of the project. Spartan and Palmer staff members came to expect that they would share in school problem-solving and decision-making. At the same time, staff members—and especially members of the leadership teams—learned group skills that put them into competition with their principals for interpersonal influence. And while role changes were being sought within the leadership team and the units, the technically oriented district coordinators were pushing for changes in curriculum and instruction. The Spartan principal listened more to his staff and leadership team, while the Palmer principal seemed to tune in more to the technically oriented coordinators and to his own plan for the school's instructional program. Indeed, the Palmer principal's single-minded drive

toward curriculum change (particularly in the form of "back-to-back" reading and learning centers) meant that the leadership team and units had little time to clarify roles, norms, and group procedures.

The different interests in change that the principals had before the project began also seemed to affect subsequent developments. The Monticello principal seemed to hope for change more than the other principals; he read a great deal of literature about the multiunit school and prodded his superordinate at the district office to allow Monticello to participate in the experimental project. The Gaynor principal wanted the consultation, too, but most of his staff wanted it even more. Both the Gaynor and the Monticello principals talked favorably about the project in their schools and urged staff members to become involved. The Allen and Humbolt principals sought the prestige of entering an experimental project, but they wanted process consultation much more than the multiunit structure. In fact, as the year went on, it became apparent that the Allen and Humbolt principals had hoped especially for the OD form of consultation, not the GD form, and when they received the latter, their interest in the project was significantly reduced. For them, not receiving the OD consultation was a rejection by the CASEA consultants and the district coordinators. The Palmer principal pushed hard for both OD consultation and the multiunit structure, apparently to maintain his self-perception as a change agent. In contrast, the Spartan principal did not view himself as a change agent. He did not have any favorite instructional innovation, nor did he seem to have a very strong desire to stand out within the district administration.

THE UNIT LEADERS

Unit leaders are supposed to function in the multiunit school as link-pins between the teachers in the units and the administration of the school. In theory, this structure capitalizes on the power of the face-to-face group to bring out the resources of the members. The leadership team and teaching teams are organized with the unit leader participating in decisions at levels above and below their own. Our data indicated that the unit leaders at Spartan, Monticello, and Gaynor were especially effective in implementing the multiunit structure. For example, the feelings of influence among the teachers of these three schools increased or remained unchanged from 1970 to 1972, while the feelings of influence among the teachers of Palmer, Humbolt, and Allen went down significantly during the same period.

The most effective unit leaders tended to be chosen by their staff colleagues after considerable discussion guided by a list of objective criteria. The unit leaders who eventually coped less well with difficulties were chosen on a more informal basis; in many instances these informal selections were made by the principal on the basis of past associations. Differences between the unit leaders at the two OD schools were especially striking. The Spartan unit leaders were chosen after considerable staff deliberation. Objective criteria were used, interviews took place, and comparisons among candidates were discussed. Just one of the unit leaders at Palmer was chosen in such an objective and well-organized fashion; the other two were selected after strong recommendations by the principal. While the Spartan staff members gradually felt increased influence in relation to the principal because of their unit leaders, the Palmer staff members gradually felt less powerful. The Palmer staff did not view the unit leaders as being very influential with the principal; after all, the principal seldom called meetings of the leadership team.

The multiunit advocate who suggests that the usual functioning of unit leaders and the presence of teams are sufficient to increase multidirectional communication is mistaken. The leadership team must be meeting regularly to carry information, make decisions, and solve problems if influence is to be shared. Our observations in this project show that the communication skills of paraphrasing, describing feelings directly, and impression checking are essential to an effective leadership team. Moreover, it is even more essential that the members of the leadership team function as two-way link-pins between the administration and the teachers.

TIPS TO OD CONSULTANTS

In conclusion, we will summarize our recommendations for changing school structures in the form of brief tips to OD consultants who may be asked to help elementary schools establish more cooperative and interdependent technical structures.

THE MACRO DESIGN

Complex organizational change involving movement from a self-contained structure to a multiunit structure will require a two-year period. The first year will involve the three-stage OD process described earlier. The second year will emphasize curriculum and instructional change, particularly in terms of implementing individually guided education, differentiated staffing, and team teaching. The second year also will include practicing collegial

supervision and the development of more collaborative evaluative procedures for staff and students.

ENTRY

Careful contract building is very important. The project goals and procedures should be discussed with the entire staff several times. Clear distinctions should be drawn between OD consultation and changes expected in the technical structure of the school. The staff's decision to move in the direction of the multiunit structure should be made prior to commencing the OD consultation. Although the involvement in OD can facilitate instrumental aspects of moving toward the multiunit structure, it should not be used to persuade staff members to move toward the multiunit school. The role of the OD consultant should be clearly defined as different from the role of the technical consultant who is interested in a particular sort of structural or curriculum change.

Ideal conditions at entry would include these: (1) the principal and staff agree that the present school organizational plan is not as good as they want; (2) they ask for a new organizational design; (3) they can clearly state their expectations and hopes for the new organization; (4) they want especially to find new ways of collaborating on problem-solving and decision-making; (5) they often do not leave the school at a standard departure time, but expect sometimes to work together for long hours; (6) they believe that being open and confrontive can often be useful; and (7) they respect and appreciate individual differences of staff members.

THE INTERVENTION

In those rare instances where a staff already has organized into a new technical structure, the consultation should focus on improving the functioning of the new subsystems. A basic rule of OD consultation is that a subsystem in which there is high functional interdependence is an effective place to develop new norms, skills, and procedures. In those more typical instances in which the new technical structure is expected to emerge during the consultation, a time schedule should be worked out—with March or April of the first year as the final period to begin establishing the new structure.

Early consultation should focus upon communication skill building, establishing norms of openness and directness, and using problem-solving as a skill. Later problem-solving efforts should involve making the new structure work, such as working out new curricula, clarifying the role of new staff, agreeing on instructional strategies with teams, and generally making decisions about

curriculum and personnel matters. These latter problem-solving activities should include the technical coordinator as a participant, after the staff members have determined the sorts of help they want from him.

Careful attention should be given to the principal's reactions to the change process. The OD consultant should consider arranging special coaching for the principal; this might include one-to-one role counseling, special leadership skill practice, help in planning and debriefing meetings, and establishing a peer support system with fellow principals who are undergoing similar change programs.

Special attention should be given to establishing a link-pin organization that all participants can visualize and in which each can see his or her place. Multidirectional communication should be encouraged and consultation should be designed to support it.

Whenever possible, the OD consultant should discourage immediate steps into major modifications in the educational program and encourage the development of effective skills of communication and problem-solving as an initial stage. Attempts at high amounts of interdependence should be postponed until the subsystems can manage problem-solving and decision-making in their regular meetings.

Taking action on innovative educational programs should be encouraged during the spring of the first year. Staff members—especially members of the newly formed leadership team—should be included in joint planning to initiate and follow through on changes in the educational program. The second year of the intervention should be spent developing feelings of efficacy in working in teams and in developing new patterns of collegial cooperation.

TERMINATION

The consultants should establish a particular date for ending the intervention. Starting toward the close of the first year, staff members should be taking increasingly active parts in determining the sort of consultation that will be received. Members of the staff should establish their own procedures for recycling goals and monitoring their progress toward them.

IN CONCLUSION

We surely hope this is not the end of the matter. Our experience and data convince us of four things. First, collaborative arrangements among faculty, such as those we studied in this project, promise great gains of several sorts. Second, bringing about sufficient structural change to capture the greatest gains is next to

impossible for most schools without outside help during the transitional period. Third, the methods of consultation that we used in this action research show excellent promise of helping schools about to undertake serious structural alteration. Fourth, we still need to know much more about conditions of readiness, methods of sequencing changes, methods of using consultative help, and methods of assessing developmental progress and structural outcomes.

The morale in a school that has achieved a high level of collaboration, inventiveness, and use of personal resources is impressive and thrilling to see. After observing at Spartan School, a visiting administrator burst into our office, aglow and breathless with inspiration, and cried, "I've read about it and talked about it and argued about it and hunted for it, *and now I've seen it!*" A teacher from Spartan, a few days after the close of the 1972-73 school year said, "Oh, we had such a good time this year! I was so sorry to see the year come to an end!" These feelings on the part of professional visitors to schools and staff members of schools are uncommon.

A school with such vital capacities, we believe, offers a milieu that must surely strengthen the mental health of staff and students. Further research should check on changes in the rates of discipline cases, faculty turnover, days lost in sick leave, and appeals to higher authorities to settle disputes between staff members or between staff members and parents. The instructional effects of multiunit structure should also include greater responsiveness by teachers to initiatives from students. Beyond these promises, there is the possibility (we think it a good one) that such a school can achieve the vision, initiative, energy, and organizational skill to invent and try out still other organizational forms that reach out into the community and magnify the abilities, contributions, and achievements of everyone involved.

Appendix A

QUESTIONS USED IN MAKING COMPARISONS BETWEEN OD, GD, AND CONTROL SCHOOLS

QUESTIONS ABOUT TOTAL STAFF MEETINGS (TABLES 4 AND 5)

1. When problems come in the meeting, they are thoroughly explored until everyone understands what the problem is.
2. There is a tendency to propose answers without really having thought the problem and its causes through carefully.
3. The group discusses the pros and cons of several different alternate solutions to a problem.
4. People bring up extraneous or irrelevant matters.
5. Someone summarizes progress from time to time.
6. Decisions are often left vague—as to what they are and who will carry them out.
7. Either before the meeting or at its beginning, any group member can easily get items on the agenda.
8. People are afraid to be openly critical or make good objections.
9. People do not take the time to really study or define the problem they are working on.
10. The same few people seem to do most of the talking during the meeting.
11. People hesitate to give their true feelings about problems which are discussed.
12. There is a good deal of jumping from topic to topic—it's often unclear where the group is on the agenda.
13. The same problems seem to keep coming up over and over again from meeting to meeting.
14. People don't seem to care about the meeting or want to get involved in it.

15. When the group is thinking about a problem, at least two or three different solutions are suggested.
16. The results of the group's work are not worth the time it takes.
17. People give their real feelings about what is happening during the meeting itself.
18. People feel very committed to carrying out the solutions arrived at by the group.
19. When the group is supposedly working on a problem, it is really working on some other "under the table" problem.
20. Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.
21. There are splits or deadlocks between factions or subgroups.
22. The discussion goes on and on without any decision being reached.
23. When a decision is made, it is clear who should carry it out, and when.
24. People feel satisfied or positive during the meeting.

QUESTIONS ABOUT SUBGROUP MEETINGS (TABLES 6 AND 7)

1. When problems come in the meeting, they are thoroughly explored until everyone understands what the problem is.
2. There is a tendency to propose answers without really having thought the problem and its causes through carefully.
3. The group discusses the pros and cons of several different alternate solutions to a problem.
4. People bring up extraneous or irrelevant matters.
5. Someone summarizes progress from time to time.
6. Decisions are often left vague—as to what they are and who will carry them out.
7. Either before the meeting or at its beginning, any group member can easily get items on the agenda.
8. People are afraid to be openly critical or make good objections.
9. People do not take the time to really study or define the problem they are working on.
10. The same few people seem to do most of the talking during the meeting.
11. People hesitate to give their true feelings about problems which are discussed.
12. When a decision is made, it is clear who should carry it out, and when.
13. There is a good deal of jumping from topic to topic—it's often unclear where the group is on the agenda.
14. The same problems seem to keep coming up over and over again from meeting to meeting.
15. People don't seem to care about the meeting or want to get involved in it.
16. When the group is thinking about a problem, at least two or three different solutions are suggested.

17. The results of the group's work are not worth the time it takes.
18. People give their real feelings about what is happening during the meeting itself.
19. People feel very committed to carrying out the solutions arrived at by the group.
20. When the group is supposedly working on a problem, it is really working on some other "under the table" problem.
21. Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.
22. There are splits or deadlocks between factions or subgroups.
23. The discussion goes on and on without any decision being reached.
24. People feel satisfied or positive during the meeting.

QUESTIONS ABOUT SUPERIORS AND COWORKERS (TABLES 8 AND 9)

1. My superior will play one person against another.
2. My superior takes account of my wishes and desires.
3. My superior discourages people from making suggestions.
4. It's easy to talk with my superior about my job.
5. My superior does not let me know when I could improve my performance.
6. My superior gives me credit when I do good work.
7. My superior expects people to do things his way.
8. My superior keeps me informed about what is happening in the school.
9. My coworkers are uncooperative unless it's to their advantage.
10. I can count on my coworkers to give me a hand when I need it.
11. I cannot speak my mind to my coworkers.
12. My coworkers welcome opinions different from their own.
13. My coworkers will not stick out their necks for me.
14. I have developed close friendships in my job.
15. I have an opportunity in my job to help my coworkers quite a lot.
16. I have the feeling that my job is regarded as important by other people.
17. My job gives me status.
18. I seldom get the feeling of learning new things from my work.
19. I have an opportunity to use many of my skills at work.
20. In my job, I have the same things to do over and over.
21. My job requires that a person use a wide range of abilities.
22. My job requires making one or more important decisions everyday.
23. I do not have the opportunity to do challenging things at work.
24. If you were to change to a new job during the next three years (in or out of education) where would you want it to be? (Mark one.)
 - () Still in my building.
 - () In this district.
 - () In this part of the state.
 - () In this state.
 - () In this part of the nation.

- () Anyplace.
- () Don't know.
- () Can't imagine changing in the next three years.

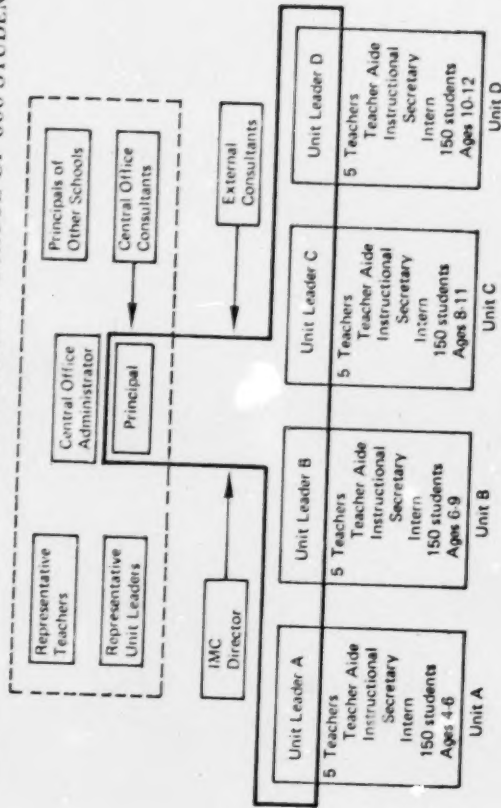
QUESTIONS ABOUT JOB SATISFACTION (TABLES 10 AND 11)

In your present teaching situation, how satisfied are you with . . .

1. . . the progress you are making toward the goal you set for yourself in your present position?
2. . . the adequacy and fairness of district policies and regulations?
3. . . the extent to which your efforts and achievements are recognized by others?
4. . . your personal relationships with administrators and supervisors?
5. . . the opportunities you have to accept responsibility for your own work or for the work of others?
6. . . the ability and willingness of administrators and supervisors to give you help when you need it?
7. . . the extent to which you are able to see positive results from your efforts?
8. . . your personal relationships with fellow teachers?
9. . . your present job when you consider it in light of your career expectations?
10. . . the availability of pertinent instructional materials and aids?

Appendix B

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



----- System Wide Policy Committee
 _____ Building Instructional Improvement Committee (Leadership Team)

SOURCE: Klausmeier, Morrow, and Walter 1969.

Appendix C

INTERVIEW ORGANIZATIONAL FEATURES OF THE MULTIUNIT SCHOOL

STRUCTURAL ASPECTS

	Yes	No
1. Do groups of teachers (sometimes called "units" or "teams") meet to plan or make decisions regarding matters in this school?	_____	_____
2. Is there another group of persons (sometimes called "Leadership Team" or "Instructional Improvement Committee") on the staff which plans for the other teams or helps to coordinate activities among the teams?	_____	_____
3. Does the team or unit you work with have a formally appointed leader?	_____	_____
4. Are students assigned to a unit or to a teacher?	_____	_____

INSTRUCTIONAL STAFF AND COORDINATION

5. Are clerical or instructional aides a part of your school staff?	_____	_____
6. Does your school participate in a teacher intern program, whereby first-year teachers are assigned to work with the units?	_____	_____
7. In your school, do the specialist teachers (music, reading, counselor, etc.) meet with units?	_____	_____
8. Does the unit you work with most frequently have regularly scheduled meetings (more often than twice a month)?	_____	_____
9. Does the team that is charged with coordination among the grade-level teams meet regularly (more than twice a month)?	_____	_____

- | | Yes | No |
|---|-------|-------|
| 10. Is the role of team leader different from the rest of the team members? (Respondent should mention communication with the leadership team, setting up agenda, or having specialized roles at meetings.) | _____ | _____ |

JOINT INSTRUCTION AND INSTRUCTIONAL MATERIALS

- | | | |
|---|-------|-------|
| 11. Does your team leader ever work with another teacher from your unit to jointly share the instructional responsibility for the same cluster of students at the same point in time? | _____ | _____ |
| 12. Do you know of any teachers (including yourself) who jointly share the instructional responsibility for the same cluster of students at the same point in time? | _____ | _____ |
| 13. Does a group of teachers from different teams (or units) meet for the specific purpose of planning curriculum for the entire school (across units)? | _____ | _____ |
| 14. Are curriculum decisions made at the unit meetings? | _____ | _____ |
| 15. Does the unit ever select texts (or curriculum guides) or plan the use of audio-visual resources as a group? | _____ | _____ |

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